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AN EMPIRICAL STUDY OF THE CRITERIA OF TEACHER EVALUATION
EMPLOYED BY HIGH SCHOOL PRINCIPALS IN ALBERTA

by



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A THESIS

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ABSTRACT

The purpose of this study was to examine the criteria of teacher evaluation employed by Alberta high school principals when evaluating teachers for (a) teacher competence, and (b) promotion to an administrative position.

The instrument consisted of five personal and school data items and two thirty-item questionnaires--one for each of the two evaluative situations--made up of ten each of Mitzel's categories of process, product, and presage criteria. The two questionnaires listed the same thirty criteria in different sequence. Respondents scored each criterion on a four point scale. Space was provided on the instrument for principals to list additional criteria which they would employ in each of the two evaluative situations, and also to make any comments on the study. The instrument was sent to all junior and senior high schools in Alberta, with an overall return of eighty-three per cent.

Statistical procedures included a frequency count to determine whether a common body of criteria was used in each of the two evaluative situations; the rank ordering of criteria according to their use "always" or "frequently" to allow comparisons to be made of the emphasis placed upon individual criteria in each evaluative situation; a Spearman rho correlation to determine whether any overall difference in the use of criteria existed between the two situations; a Kolmogorov-Smirnov test to isolate significant differences in the use of particular criteria in the two situations;

a factor analysis of the thirty criteria to see if they clustered into Mitzel's categories; chi square tests to ascertain whether or not significant differences existed according to the personal and school data variables; a simple frequency ranking of additional criteria used by respondents; the categorization of these additional criteria according to Barr's classification; and a simple categorization of principals' comments on the study.

It was found that a common body of criteria was used in each of the two evaluative situations. There was a considerable shift in emphasis placed on many criteria as the situation changed. Factor analysis showed that the thirty criteria clustered into Mitzel's categories of process, product, and presage. Process criteria were stressed in the evaluation of teacher competence; presage criteria were stressed in evaluating for promotion to an administrative position. Some significant relationships existed between certain evaluative criteria and the personal and school data variables of the principal's age, experience, and time spent in classroom teaching, and the size (by enrollment and number of staff) of the school.

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Chapter 1

STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

I. INTRODUCTION

When qualified teachers are scarce, unqualified teachers are often employed by school boards. But when qualified teachers are more abundant, as is now the case in Alberta, the need to settle for second best disappears. There is no shortage of professionally-trained teachers and hence evaluation of teacher effectiveness, which should separate the competent teacher from the incompetent, is more than ever an absolute necessity. Valid evaluation is of immediate concern to the teacher involved, the principal, the students, and the community.

The usual manner in which evaluation for rating purposes is carried out is through classroom visitation, and the task of performance analysis usually falls to the principal. Assessing the competence of teachers--of whom no two are alike--is a mammoth task. Whether the evaluation is conducted formally or informally, whether the principal does a good or bad job of it, whether the standards for judging vary from one principal to another, the problem of the criteria to be used in evaluation always exists.

Studies done by Moore (1966) and Thomas (1969) have looked into this problem using Mitzel's criteria of process, product, and presage, and found that many problems concerning criteria exist when principals (or others, for that matter) evaluate teachers. No

studies at all similar to Thomas' have been conducted in Alberta.

II. STATEMENT OF THE PROBLEM

The major problem of this study is that of the criteria used by principals when measuring teacher competence. A principal's evaluation can have far-reaching consequences for many people, not the least of whom are the teachers themselves.

Questions to be answered:

1. Is there a common body of criteria used by principals when evaluating teacher competence?
2. Is there a common body of criteria used by principals when evaluating teachers as being worthy of promotion to an administrative position?
3. Is the emphasis placed on certain classes of criteria different in the different situations of (1) and (2) above?
4. Is a particular emphasis placed upon certain of the categories of process, product, or presage in either or both of the situations in (1) and (2) above?
5. What particular criteria are used both most often and least often by principals in the two evaluative situations?
6. Is there any relationship (and if so, what?) between the evaluative criteria employed by principals and variables such as age and length of experience of the principal,

his time spent in classroom teaching, and the size of the school?

7. Finally, do principals employ criteria other than those included in the instrument?

Hypotheses

Several null hypotheses were stated which reflect the questions posed in the study.

1. Alberta high school principals employ the same criteria to the same degree when evaluating (a) teacher competence and (b) for administrative promotion.
2. No significant difference exists in the emphasis placed on individual criteria and on certain classes of criteria in the two evaluative situations.
3. No significant difference exists in the emphasis placed on the categories of process, product, and presage criteria in the two evaluative situations.
4. There is no significant difference in principals' usage of certain criteria infrequently in the two evaluative situations.
5. No significant relationships exist between the criteria used by principals and different categories of the five personal and school data variables.

III. IMPORTANCE OF THE STUDY

The potential merits of the study are as follows:

1. The study follows, and partially elaborates upon, prior research done concerning evaluative criteria. The study closely approximates that of Thomas (1969), carried out in Victoria, Australia. Thomas' study was based to some extent on a thesis by Moore (1966). Findings of the present study should therefore either support or negate those of the Thomas study, and, to a lesser degree, those of the Moore study.
2. It should isolate criteria commonly used by Alberta principals when evaluating teachers; this information should be of value to teachers, principals, and employing boards.
3. It should further acquaint principals with the complexity of the task of teacher evaluation, perhaps enabling them to see their own evaluative practices in the light of what their fellow principals are doing.
4. It cannot help but focus some attention on an educational area of concern which has been exhaustively researched outside the school setting, but which suffers from too much variability and little objective vision within schools.
5. Recently more and more school boards have placed the onus for teacher evaluation totally on the shoulders of the district's principals. If these principals are given the authority and responsibility to judge teachers

officially, it seems necessary that these particular boards should be acquainted with the criteria which are currently being applied by principals in their evaluation. This study will provide such information.

For these reasons the study should be of interest to school boards, principals, and teachers.

IV. BACKGROUND TO THE STUDY

If principals are to evaluate teachers--for whatever purpose--they must of necessity use certain criteria. Both principals and teachers need to be aware of what criteria are being used to evaluate teachers. So, too, do central office personnel, parents, and students. With the onus for teacher evaluation being placed more and more upon the shoulders of principals, particularly in Alberta, a study such as the one conducted may provide considerable information in the realm of evaluative criteria.

V. DEFINITION OF SIGNIFICANT TERMS

Evaluation

Evaluation in this study refers to the rating or judging of a teacher's competence; it is a subjective judgement of a teacher given by a rater, without the participation of the teacher rated. It implies no necessary connection with evaluation for merit rating purposes.

Criteria

The categories of criteria used in the study are Mitzel's categories of process, product, and presage criteria (Mitzel, 1960, pp. 1488-91).

1. Product criteria relate to judging according to student gains or growth, both academic and otherwise, resulting from the teacher's performance. Product criteria depend upon the set of goals toward which teaching is directed, and involve some appraisal of changes in student behaviour.

2. Process criteria consist of aspects of teacher behaviour (and, to a lesser degree, student behaviour reflecting teacher behaviour) considered to weigh upon a measure of the teacher's competence. They involve methods, techniques, conditions, climates, situations, and so on created by the teacher.

3. Presage criteria involve idiosyncratic characteristics of the teacher, such as his personality attributes, his knowledge, intelligence, status, appearance, and so on. They could perhaps be called pseudo-criteria. Presage criteria can be likened to the input part of the CIPP model for evaluation (MacKay, 1970).

High Schools

1. In Alberta generally (exclusive of Edmonton Public School District) this refers, for the purposes of the study, to schools which enroll only grades seven or above.

2. In the Edmonton Public School District, this refers to all schools enrolling classes of any of the grades seven and above.

3. Only schools staffed by five or more teachers (including the principal) were involved in the study.

Teachers

Teachers in the study were all secondary teachers, with grade or grades taught by them falling within the levels as stated in High Schools (1) and (2) above.

Methodology

A thorough discussion of the design of the study appears in Chapter 3. Questionnaires and covering letters were mailed to the total population involved, which was made up of all Alberta high school principals. The sample consisted of one hundred and seventy-four of Alberta's two hundred and eight high school principals; forty-eight Edmonton Public School principals (out of a total of fifty-four) were involved in the sample (see page 32).

Chapter 2

REVIEW OF THE LITERATURE AND RESEARCH

I. INTRODUCTION

It is likely that anyone who has ever been concerned with evaluating has heard, all too often, statements like this one reported by Forbes (1965): "It's impossible to measure teaching quality; there are simply too many variables--too many different things going on in a teaching-learning situation. We have no way of determining which are effective and which are irrelevant. Teaching is an art, not a science. It just doesn't lend itself to measurement." The other extreme is also encountered. It goes something like this: "I can visit a class and tell in fifteen minutes whether a teacher is good or not. I may not be able to pinpoint precisely what my judgment is based on, but I just know whether he's good or not (Forbes, 1965)." These statements suggest that there are in fact major problems surrounding many aspects of teacher evaluation, regardless of the purposes for which the evaluation is carried out.

Most school personnel are fully aware that the situation often exists in which a teacher which one school official or evaluator regards as being extremely competent might in fact be refused employment by another school official. When such is the case, one wonders just who is a good teacher.

III. ANALYSIS OF THE PROBLEM

How Should Effective Teaching Be Evaluated?

Teacher effectiveness is an elusive quality (Ellena, Stevenson, & Webb, 1961, p. 20). Byrne (1962, p. 20) says that "In the evaluation of instruction one is faced with a problem as complex as that of discovering the nature of reality." Generally three approaches have been used in the search for an objective criterion of competence. These involve using (a) teacher rating devices; (b) direct observation and description of teachers in action; and (c) a focus on the student, that is, on student gains (Ellena et al., 1961). Most educators would probably agree that there is no clear-cut answer to the question about who is a good teacher and how teachers should be evaluated. Corwin (1965) states that

Teachers may be formally promoted on the basis of their competence, their formal education, or their seniority in the system; but unless a job has a clearly measurable result, it is difficult to evaluate a person's competence.

According to Thompson (1962), the first step in evaluating effective teaching certainly must be to define effective teaching. This makes the task of evaluation difficult at the outset. Bantock (1961) puts it explicitly when he says that there is much that is contradictory and inconclusive about the information concerning teachers' effectiveness and teaching efficiency. This is unfortunate, since teacher effectiveness is a matter which is fundamental to the process of education. Bantock stresses the fact that "before the question of criteria can even be raised, it is

necessary to undertake a conceptual clarification of what it means to teach, what in fact is involved in the concept of teaching (1961, p. 175)."

Writers who are concerned with criteria for evaluation express somewhat varying points of view. Mitzel (1960), for instance, says that it is hard to find criteria which are relevant, reliable, free from bias, and practical. Ryans (1960) supports Mitzel when he says that hundreds of predictors have been proposed, but he wonders if they are indeed valid and reliable. Martin, on the other hand, feels that there can be universally applicable criteria of teacher effectiveness. She feels that there are some traits which are common to good teaching of various subjects: " . . . any group of things will exhibit common, as well as differentiating, features (1961, p. 185)." Byrne (1962, p. 22) found many interesting relationships between certain criteria and teaching competence. Only a slight relationship exists between intelligence and teaching competence, between knowledge of the subject matter and teaching competence, between attitude toward the profession and teaching competence, and between socio-economic status and effectiveness. There is, though, a positive, consistent relationship between scholarship or academic achievement and teaching effectiveness, as is the case for professional training. There is no significant difference between sex and effectiveness and marital status and effectiveness, whereas experience is significant up to five years but not after. It is difficult to measure certain special abilities

which relate to teaching success, but it is generally accepted that no single trait is essential to teaching effectiveness or is an adequate predictor of teaching effectiveness.

One advantage of the myriad analyses of criteria for teaching effectiveness has been that a vast pool of possibly desirable criteria has been established; these criteria form the basis for many evaluative checklists, rating scales, and other kinds of evaluative devices. The principal who is evaluating a teacher has many criteria to choose from by which he can perhaps measure teacher effectiveness.

Rose (1963, pp. 48-52) suggests that the key problem as far as methods of evaluation are concerned is that of obtaining objective data. Following the obtaining of this data there must be professional use made of it. If there is doubt expressed as to the use and relevance of ratings or checklists, general or specific statements, and a look at teachers' performance records which are basically determined by student gains or growth, there can be no doubt about one thing: the old trait-rating and similar approaches are inadequate. What must be looked at is of course the reason behind teaching, which presumably is the inducement of learning. Learning is characterized by changes in behavior. These changes are influenced in a great number of ways by the individual teacher. It follows then that forms of evaluation and criteria for evaluation must look to only the significant aspects of teacher behavior which cause changes in student behavior. Admittedly, it is not always

easy to determine what desirable changes in behavior have taken place, nor is it easy to decide which teacher has acted to bring about these changes, if in fact a teacher is responsible. Even if these two steps are completed successfully, it still remains to determine which of the individual teacher's actions--whether explicit or implicit--have caused these changes. If this can be done, criteria must be formulated which objectively measure these actions.

Comments made on this subject by Lucio and MacNeil (1969, pp. 239-40) are worthy of consideration.

Methods of judging teacher effectiveness have been subject to several kinds of difficulties. First, the various methods which have been utilized yield results which do not correlate highly with each other; hence they do not measure the same aspects. Second, the methods which appear most valid have often been perceived as difficult to administer. Third, and most important, the determination of teacher effectiveness depends to a large extent on the criteria used. In essence, if different methods and different criteria are used in measuring the factors which contribute to teaching success, the results will inevitably differ.

Who Should Evaluate?

Some people say "the kids know if their teacher is good; ask them (Forbes, 1965)." Or perhaps "only those who work with the teacher know for sure; ask other teachers." Or, ask the parents, ask the principal, the superintendent, the director, the consultant, the supervisor. Seldom does one hear "ask the teacher how good he is."

In Alberta, in British Columbia, and in fact in most of North America, principals are called upon to formally rate their teachers.

Recently a debate was waged between two well-known Alberta school administrators, Bergen (1965) and Enns (1965), on this topic. Bergen says that principals can and should evaluate teachers. He feels that a leader must evaluate or else he cannot lead; if the principal has the authority to select his staff he must accept also the responsibility to evaluate his staff. This can be done by the proper use of certain evaluative instruments in the hands of trained personnel. Unfortunately, there is a paucity of valid instruments and perhaps an equal lack of trained personnel. Enns contradicts Bergen's viewpoint when he says that when principals evaluate or rate teachers they restrict their powers to stimulate and motivate these teachers. The principal, says Enns (1963), is admirably situated to perform the motivation and stimulation function of supervision. If the principal does not evaluate, who will? Worth (1961) showed in his study that there is considerable doubt as to administrators' abilities to evaluate teachers and teaching. There was a vast discrepancy between the ratings given a single teacher by many superintendents and principals. If, as Bergen (1965) suggests, teaching is "observable, measurable, analyzable, differentiable, and modifiable," surely teachers as well as principals can evaluate and perhaps they should evaluate, since the teacher is obviously in the best position to know what is happening in the classroom (Thomas, 1969).

It has been suggested that the department chairman occupies a liaison position within the school, and that "implicit in this

liaison position is the chairman's role in teacher evaluation (Squire and Applebee, 1964, p. 9)."

Whether such evaluation means dismissal, tenure, or an additional salary increment, the teacher has a right to expect that the person who is most knowledgeable about him, his subject, and the varieties of teaching methods open to him should judge his competence. Although the school principal can judge in part and, in larger districts, the subject matter specialist can judge in part, the department chairman is probably most highly qualified to weigh all parts.

It is unlikely that many of the problems and inequities, such as "arbitrary and uninformed judgments" by teachers' administrative superiors, which arise when a superordinate evaluates a subordinate, will be solved in the near future (Corwin, 1965, p. 20).

Some people have suggested from time to time that students should evaluate their teachers, that a teacher should perform his own self-evaluation, that teachers should evaluate their colleagues, and that teachers' "employers," i.e. the public, should evaluate teacher competence. In line with this last suggestion, Corwin (1965) states that

Because of the specialized, technical, and often ambiguous nature of teaching, the layman (e.g. the legislator or the parent) is not in a good position to judge whether the school is properly performing its function of educating children or whether the teacher is competent.

Dissatisfaction with Evaluation

Teachers, like many administrators and supervisors, are frequently dissatisfied with external evaluation which has rating as its prime purpose. This is reported by Snow (1963), Lane et al. (1966), Redefier (1959), Robinson (1965), Ely (1959), Ryans (1954),

and Procter (1967). There are many reasons for this dissatisfaction, some of which are the use of inadequate criteria, untrained raters, too few observations, poor methods of evaluating, and the threat of rating.

Evaluation and Professionalism

In education, as in all types of organizations which employ professional personnel, there exists the crucial problem of "reconciling the need for hierarchical supervision with the preservation of professional ideals (Robinson, 1965)." Robinson adds that the principle of hierarchical supervision "conflicts with the . . . powerful, developing force in education today; that is, the growth in teacher professionalization." Scully (1945) found that the most frequently mentioned contributor to teacher satisfaction was that teachers were "permitted freedom from interference."

Why Evaluate?

Three reasons are generally put forth as answers to the question "Why is evaluation necessary?" They are:

1. The public reason. Since the public employs professionally trained teachers to educate young people, it is entitled to demand an accounting of their efforts. "It is impossible to render a true and complete account without evaluating the teaching and its effects (Thomas, 1969, p. 12)."

2. The professional reason. Teaching must be evaluated so that it can improve and reach its potential (Rose, 1963).

3. The private reason. Teacher evaluation leads to the determining of the salary, tenure, dismissal, and promotion of the teacher (Thomas, 1969, p. 12).

III. THE RESEARCH TRADITION

Introduction

In the past fifty years or so, many studies have been conducted which were concerned with improving our understanding of factors which influence teaching and which are involved in the measurement and prediction of teacher effectiveness. Many more studies have been concerned in one way or another with trying to assist practitioners especially in the evaluation of teacher competence.

Generally, though, the evaluative scene is a desolate one. As Turner and Fattu (1960, Preface) put it, research has reached a dead-end, since only negligible relationships exist within and among the various criteria of teaching proficiency, the ultimate criterion of pupil growth, the immediate criterion of practice teaching marks, and the intermediate criterion of principal's or superintendent's ratings.

On different occasions, Barr (himself a researcher of repute) has expressed his melancholy attitude toward studies involving teacher evaluation.

The simple fact of the matter is that, after 40 years of research on teacher effectiveness during which a vast number of studies have been carried out, one can point to few outcomes that a superintendent of schools can safely employ

in hiring a teacher or granting him tenure, that an agency can employ in certifying teachers or that a teacher education faculty can employ in planning or improving teacher education programs (1953, p. 657).

Eight years later, in 1961, Barr's views on the subject had not become more optimistic.

There is plenty of evidence to indicate that different practitioners observing the same teacher teach, or studying data about her, may arrive at very different evaluations of her; this observation is equally true of the evaluation experts; starting with different approaches, and using different data-gathering devices, they, too, arrive at very different evaluations (pp. 150-51).

In summarizing research trends, Flanders (1969, p. 1423) suggests that recent research "permits cautious optimism and indicates that the tools long needed for the analysis of the teaching-learning process are gradually being developed." He adds that

Certain characteristics of research are discernible when work in the decade of the 1960's is compared with previous efforts. Perhaps the most significant is the development of more powerful observation techniques which help in the analysis of what takes place in the classroom.

Another characteristic is "the lack of development of teaching units which can be used to evaluate educational outcomes (Flanders, 1969, p. 1434)."

A third characteristic of recent research is

. . . a more active interest in the development of models which can be used to conceptualize classroom interaction and, in turn, help to specify and to suggest methods of quantifying research variables more systematically (Flanders, 1969, p. 1434).

Flanders posits too that there has been "a decrease in research activity which has been so unrewarding for so many years

(1969, p. 1434)."

Report of Major Research

In spite of the general prevailing pessimism on the topic, several fields of thought have arisen from, or been influenced by, these almost countless studies. Ideas contributed by representatives of these different fields are worthy of consideration.

In 1945, Barr and his associates at the University of Wisconsin conducted a number of investigations which were concerned with the measurement and prediction of teaching ability. Barr (1945, p. 1) was concerned with "the prerequisites to teaching efficiency and how to identify and describe these prerequisites accurately."

The principal criterion of teaching efficiency employed in this investigation was a composite of a number of measures of pupil growth and achievement. In certain of the studies, composites of the scores on teacher rating-scales and composites of measures of certain qualities commonly associated with teaching efficiency constituted other criteria of efficiency (Barr, 1945, p. 2).

In developing the criterion of teaching efficiency, Barr (1965, p. 200) sought "to measure not merely information outcomes, but also changes in attitudes, skills, and behaviors." Barr adds that

In choosing the criterion of pupil change as the primary criterion of teaching efficiency for this investigation it was perfectly clear to the investigators that teaching in the modern school involves much more than the guidance of learning activities. It involves many important teacher-pupil relations; teacher-teacher relationships; teacher-administrator relationships; and teacher-community relationships and the many important responsibilities growing out of these. These relationships will limit in a significant respect the teacher's success in a given situation and ultimately affect pupil growth and achievement.

In their studies, Barr et al. (1945) found many low correlations between teacher qualities which are commonly considered to be important factors in bringing about pupil change. He attributes these low correlations at least partially to the fact that

Teaching is a very complex activity, composed of many parts. Within the unity of the functioning whole there are numerous components no one of which, except within very broad limits, contributes greatly to teaching efficiency (p. 202).

Ryans (1954, p. 702) suggests that

The only plausible objections to ratings of teacher performance are (a) that raters may consciously or unconsciously reflect prejudice or bias and (b) that behavior rating is subjective and unreliable.

In an attempt to objectify ratings of teacher performance, Ryans proposed two procedures. The first procedure is that of the Forced-Choice Performance Report, and the second is a Classroom Observation Scale (Ryans, 1954, pp. 696-7). The former instrument consists basically of "presenting a pair of equally popular behavior descriptions, one of which is known, on the basis of empirical validation, to discriminate between criterion groups, while the other does not." More elaborate forms of the report consist of selecting statements which are most descriptive and/or least descriptive of the job performance. The Classroom Observation Scale, which is part of the Teacher Characteristics Study, has several unique features.

- (1) it provides for judgment of teacher behavior as based
 - (a) on the immediate observation of the teacher's performance in the classroom and
 - (b) on inferences regarding teacher

behavior derived from pupil behavior; (2) it assumes that many teacher traits or qualities constitute dimensions of behavior, the opposite poles of which may be described with precise and meaningful terms referring to specific behaviors of the teacher; (3) it demands that the judge avoid the "central tendency error" by forcing the rating in the direction of one or the other of the poles; (4) it makes use of a detailed "Glossary" which provides supplementary descriptions of the teacher behaviors under consideration, and, of course, demands thorough acquaintance with the instrument (Ryans, 1954, p. 698).

Ryans' research has shown that observers can reliably judge teacher behavior using the Classroom Observation Scale (Ryans, 1954, p. 701). He adds that

In the use of either of the procedures suggested, Forced-Choice Ratings or the Classroom Observation Scale, it is, of course, necessary that the judges, or raters, (1) base their judgments on job performance, i.e., actual teacher behaviors. It is also necessary (2) that opportunity for observation be extensive enough to assume a representative sampling of the behavior being rated.

Like so many other contemporary researchers, Mitzel (1960) was concerned with the task of identifying effective teachers. He states that such a task is crucial to teacher education, certification, selection, and promotion. Mitzel's research focuses on two related problems: developing criteria of teacher effectiveness and gaining the ability to predict teacher effectiveness. According to Mitzel, criterion measures should possess four basic attributes: (1) relevance, (2) reliability, (3) freedom from bias, and (4) practicality. Mitzel developed a classification of criteria which was made up of three different categories: (1) process, (2) product, and (3) presage criteria. These consist respectively of criteria reflecting the measurement of

change in student behavior, those which focus upon aspects of teacher and student behavior, and those which consider teacher characteristics which are exclusive of teacher classroom behavior. (For a further elaboration of these categories, see p. 6.)

Flanders (1965, p. 113) was the Project Director for a series of studies which was carried out from 1955 to 1957.

The purpose of the early studies was to develop research tools and to use these tools to study relationships between teacher statements and average classroom scores on a pupil attitude inventory.

Flanders' studies

. . . demonstrate a cause-and-effect relationship between teacher influence, as expressed by the verbal statements of teachers, and pupil attitudes, . . . (Flanders, 1965, p. 113)

as measured by paper-and-pencil instruments. The system of evaluation developed by Flanders and his associates has been labelled interaction analysis. When attention is focused on the verbal participation of teachers and students, when, that is, classroom communication is evaluated in terms of the teacher's control, the teacher is in fact evaluated. As Flanders suggests (1965, pp. 115-21) this type of evaluation has many implications for classroom teachers, preservice and inservice education, merit pay, and surely for outsiders evaluating teacher effectiveness. This approach can be likened to Mitzel's category of process criteria which likewise is concerned with teacher and student behavior.

Another observation scale was developed by Bellack and Davitz (1963) which analyzes and describes " 'moves' made by teachers in the 'game' of classroom communication (Flanders, 1969, p. 1425)."

Bellack's work is basically similar to that of Flanders, in that it involves interaction analysis.

It has been concluded from a number of studies done by Turner prior to 1967 (Flanders, 1969, p. 1432) that

. . . problem-solving performance is a measurable characteristic of teachers and that this characteristic changes under teacher preparation and experience but that its importance to teacher success is largely contingent on the type of setting within which the teacher does his work.

Medley and Mitzel (1962) conducted research to find out what patterns of classroom behavior were characteristic of those graduates of a teacher education program who were effective teachers. They were basically concerned with determining "which behavior produces which effect, and how much."

If we disregard incidental contacts between teacher and pupil outside the classroom, then any effect the teacher has on the pupils is mediated by some overt classroom behavior on the teacher's part (1962, p. 317).

If this is so, effects of teacher behavior can therefore be seen by a properly trained observer.

Medley and Mitzel's discussion of teacher competence, which underlies their research, is indeed worthy of inclusion at this point.

The competence of a teacher is defined as the average success of all of his behaviors in achieving their intended effects. Strictly speaking, we cannot assess the competence of a particular teacher unless we know what effects he is seeking to achieve. We can, however, measure certain effects of his behavior and see which of his behaviors are followed by which effects. If this information were made known to the teacher, he could presumably modify his behavior and increase his competence. There are as many ways of being effective as there are

effects to be produced; the competent teacher is the one who is able to produce those effects he intends to produce (1962, p. 317).

A scheme in which any teacher behavior can be located according to the homogeneity of its effect on pupils appears as Figure 1 (1962, p. 319). This scheme forms the basis for Medley and Mitzel's research, and allows the classification of teacher behaviors according to how often they produce a certain effect (1962, p. 318). Region A behaviors are those which "tend to have the same effects on most pupils when exhibited by most teachers in most situations." Region B behaviors "would be just as useful as behaviors in Region A to certain teachers but worthless to others." Region C behaviors are "effective with certain types of pupils only." Region D behaviors "would be contingent upon the classroom situation." Region E behaviors are those which, the authors say, are probably not worth trying to teach in teacher education programs. According to Medley and Mitzel

. . . the most effective behaviors would lie in Region A. Next would be those in Regions B, C, and D. Behaviors in the three unidentified corners would be less effective, and those in Region E would be least effective of all. Effectiveness of a behavior so defined is a function of the total number of teachers, pupils, and situations for which the behavior has a particular effect (1962, p. 318).

Medley and Mitzel conclude by saying that

. . . some behavior patterns effective in securing high ratings from supervisors, high pupil-teacher rapport, and a wholesome classroom atmosphere have been identified, but that no progress has yet been made in finding behaviors effective in stimulating pupil growth (1962, p. 320).

Smith (1962, p. 326) comments on research concerning the

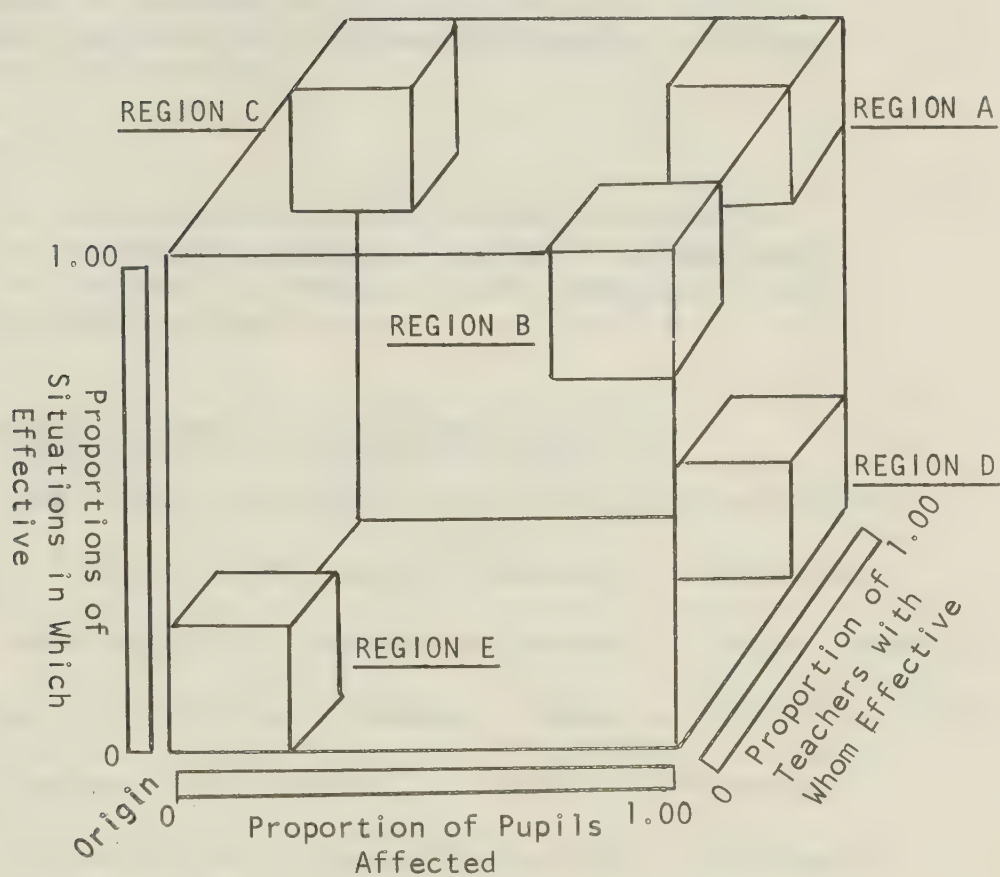


Figure 1

Scheme for Classifying Teacher Behaviors
According to How Often They Produce A
Particular Effect
(Medley & Mitzel, 1962, p. 319)

analysis of classroom social interaction.

For almost four decades we have been making study after study in our attempt to measure teaching effectiveness. In all these studies we proceeded as if we knew already what teaching is and that all we had to do was to give tests to find out its effects.

He stresses (1962, p. 326) the fact that

. . . over 70 percent of verbal behavior in the classroom is concerned with cognition, with understanding the terms, principles, facts, etc., of the fields of instruction. . . .

and goes on to say

. . . it is just as important to know the structure of cognitive teaching behavior as it is to know such things as personality traits, social atmosphere, and the approaches to teaching.

Recent Research Related to the Present Study

In 1966, Moore conducted a study to determine whether a common body of criteria was used by inspectors in Victoria, Australia, when evaluating teacher performance. Further purposes were to detect any particular emphasis placed on Mitzel's criteria of process, product, and presage, to identify differences in approaches to evaluation on the part of primary and secondary inspectors, and to assess the influence of the headmaster, or principal, on the evaluation of teachers. Inspectors listed in order of importance the actual criteria which they used in evaluation, and also indicated which of a list of thirty criteria, ten in each of Mitzel's categories of process, product, and presage, they would use "always," "frequently," "seldom," or "never." Moore found that no common body of criteria or common approach to

evaluation prevailed when actual criteria were analyzed. However, there was a considerable area of agreement as to which criteria ought to be considered. Inspectors stressed process criteria when evaluating teacher competence; they stressed presage criteria when evaluating teachers for promotion to administrative posts.

In 1969, Thomas conducted a follow-up study to Moore's. His purpose was to examine the criteria of teacher evaluation used by high school principals in Victoria, Australia, when forming opinions that certain teachers were competent or were worthy of promotion to administrative positions. Thomas examined the application of a common body of evaluative criteria, the emphases placed on particular criteria and particular categories of criteria, and the relationships between the criteria used and certain variables. Thomas found that a common body of evaluative criteria was used for teaching competence and that a different common body of criteria was used for administrative promotion. Different categories of criteria were stressed for the two evaluative situations. A relationship existed between the criteria used and the variables considered. Principals employed many criteria not listed in the instrument, which was the same as that developed by Moore and consisted of thirty criteria, ten in each of Mitzel's categories of process, product, and presage.

The present study is basically a replication of the work carried out by Thomas in Victoria, Australia, in 1969. No other Canadian studies have looked into teacher evaluation using an

approach based on Mitzel's categories of process, product, and presage. Mitzel's categories, although by no means new, have been used and indeed are being used to a great extent in one way or another in analyzing teacher effectiveness. In fact, most of the recent research which is reviewed by Flanders (1969) is interpreted in terms of process, product, and presage criteria. Most observation scales, check lists, and other rating devices are grounded, whether admittedly or knowingly, in these categories of criteria.

Many questions are pertinent to a discussion of the evaluation of teacher effectiveness; most of them have been thoroughly if not fruitfully researched. Researchers have looked at the "how," "who," "what," and "why" of evaluation; they have analyzed dissatisfaction with evaluation and conflicts between evaluation and professionalism. Recent studies have focused on criteria of teaching proficiency, and on ways and means of gauging this proficiency. There is today more room for optimism where evaluation is concerned, thanks largely to the efforts of educators such as Barr, Ryans, Mitzel, and Flanders. Recently the trend in evaluation studies has been more and more toward research involving interaction analysis, with its stress on teacher-pupil communications. The present study is most closely related to the work of Mitzel, in that it analyzes mainly principals' uses of process, product, and presage criteria for evaluating teacher competence.

Chapter 3

THE DESIGN OF THE STUDY

I. SYNOPSIS OF THE PROBLEM

Principals in Alberta play a large part in the evaluation process, since they are often required to form opinions about the competence of teachers and to present these opinions when teachers are rated. When a teacher is being considered for promotion to an administrative position his principal's opinion as to the teacher's competence may once again be a determining factor in rating his effectiveness.

This study attempted to determine whether or not Alberta high school principals applied a common body of criteria when evaluating teachers regarding (a) their competence in the classroom, and (b) their suitability for promotion to an administrative position. By applying identical criteria to both evaluative situations, one could determine whether there was a change in emphasis from one evaluative situation to the other. The emphasis placed upon each of Mitzel's three categories of process, product, and presage criteria could also be established. This study also attempted to identify any relationships which existed between the evaluative criteria used by principals and variables such as the age of the principal, his experience as a principal, the size of the school (in students and in staff) and the amount of time the principal spent in classroom teaching. Finally, this study sought to determine whether

principals used criteria of evaluation in addition to those listed on the instrument and to analyze the nature of these additional criteria.

II. THE INSTRUMENT

The basic instrument, which is included in Appendix A, page 137, is comprised of two sections: a Personal and School Data Questionnaire and a Teacher Evaluation Questionnaire. The former included five variables:

1. Age of principal
2. Length of experience as a principal
3. Amount of time principal is engaged in classroom teaching
4. Size of school (actual enrolment)
5. Number of teachers.

The latter section consisted of two separate but closely related parts:

1. A questionnaire for the evaluation of teacher competence
2. A questionnaire for evaluation for promotion to an administrative position.

Both of these questionnaires included the same thirty evaluative criteria, although the criteria were ordered differently in the second section. The criteria were identified as being ten each of Mitzel's three criteria of process, product, and presage.

The questionnaire which was mailed to Edmonton Public School Board principals (see Appendix A, p. 141) included an additional

eleven criteria, which were not identified as being either process, product, or presage criteria. This questionnaire also included a separate section made up of fifteen criteria describing teacher characteristics.

Space was provided for free comments and the listing of criteria used by principals but not included in the list of thirty criteria to be scored.

Response categories for the evaluative criteria sections were scored according to a scale which indicated whether principals used each criterion always (A), frequently (F), seldom (S), or never (N) when considering whether teachers were competent classroom teachers or were worthy of promotion to an administrative position. There were only three response categories for the fifteen criteria which comprised the teacher characteristics section for the Edmonton Public School Board principals. Respondents were asked to score the number 1 if they considered the item to be very important in evaluating a teacher, 2 if it was important, and 3 if they thought it should not be used in the evaluation of a teacher.

The questionnaires for the two different evaluative situations were placed on reverse pages of the instrument, thereby further reducing the possibility that answers given to the first questionnaire would prejudice answers given to the second.

The criteria of evaluation used in the Teacher Evaluation Questionnaires were prepared by Moore and used in his study. Moore stated:

This instrument contained a list of thirty criteria drawn from the literature on the evaluation of teachers. The criteria were selected for inclusion on the instrument after a pilot study had been carried out to isolate ten in each of the categories suggested by Mitzel; that is, Product, Process and Presage criteria (Moore, 1966, pp. 30-31).

See Appendix B for Moore's grouping of criteria according to Mitzel's categories.

III. COLLECTION OF DATA

Two instruments were used in the study. The first was sent to principals of all public and separate high schools (enrolling only junior and/or senior grades) in Alberta, excluding Edmonton Public schools, while the second instrument (which included criteria in addition to the thirty of the first instrument) was sent to principals of all Edmonton Public schools enrolling junior or senior high grades. A covering letter written by D. A. MacKay was mailed to all principals and accompanied principals' questionnaires (see Appendix A). E. Mansfield, Director of Research for the Edmonton Public School Board, gave his approval of the study in Edmonton schools (see Appendix A).

Table 1 presents an analysis of usable returns which were mailed by principals. A return of almost ninety per cent from Edmonton Public schools may reflect principals' interest in teacher evaluation, especially in the light of the Edmonton Public School Board's decision to require all principals to evaluate teachers on their staffs. The return from all other schools was eighty-two per cent, and the overall percentage return was eighty-four per cent.

Table 1

Classification of Responses to Questionnaires

Classification	Number		Per Cent	
	*E.P.S.B.	Other Schools	*E.P.S.B.	Other Schools
Returned and usable	48	126	88.8	81.1
Not returned or not usable	6	28	11.2	18.2
Totals	54	154	100	100

*Edmonton Public School Board Schools

Personal and School Data

Table 2 presents information concerning respondents and their schools. More than half of the principals (58%) were more than forty-five years of age; more than half (52.3%) had more than ten years' experience as a principal; half (50.6%) of the principals were engaged in no classroom teaching. Only one-third of the schools (32.7%) enrolled more than six hundred pupils; more than half (51.7%) of the schools employed twenty-five or fewer teachers (excluding the principal but including part-time teachers).

Statistical Procedure

Data analysis was performed using the IBM 360/67 computer and programs documented by the Division of Educational Research at The University of Alberta.

A frequency count was used to place criteria in rank order for both evaluative situations according to the percentage of respondents scoring A ("Always") or F ("Frequently"). This enabled the determination of whether or not principals applied a common body of criteria when evaluating teachers for (a) teaching competence, and (b) administrative promotion.

The rank ordering of criteria used in evaluation for the two evaluative situations enabled comparisons to be made of the emphasis placed upon individual criteria employed in each of the two situations.

The Spearman rho correlation from ranks was calculated to determine whether or not any overall difference existed between the

Table 2

Personal and School Data (Frequencies by Percentages)

N=174

Variable	Categories				
Age of principal	Under 35	35-45	46-55	56+	
	11.5	30.5	27.0	31.0	
Length of experience as principal (years)	Fewer than 5	5-10	11-15	16+	
	23.6	24.1	17.2	35.1	
Amount of time principal is engaged in classroom teaching (periods/week)	No periods	1-5	6-10	11-15	16+
	50.6	17.2	10.9	6.3	14.9

Table 2 (continued)

Variable	Categories				
Size of school (number of pupils)	0-399	400-599	600-899	900+	
	35.1	32.2	20.1	12.6	
Number of teachers on staff	Fewer than 15	15-25	26-35	36-45	More than 45
	13.2	38.5	24.7	9.8	13.8

two different evaluative situations and the ranking of all thirty criteria as used in the two evaluative situations.

A Kolmogorov-Smirnov two-sample test was performed to isolate any significant differences (at the .05 level for a one-tailed test) in the usage of particular criteria depending upon the evaluative situation.

When the thirty criteria ranked according to frequency were classified according to Mitzel's categories of process, product, and presage, it was possible to compare the emphasis placed upon these categories of criteria.

A factor analysis was performed to determine whether criteria tended to cluster in Mitzel's categories of criteria; an absolute value of .40 was used as the lowest level of significance. For this purpose the data (although ordinal in character) were assumed to be interval scaling.

Chi square tests were used to ascertain whether significant differences existed according to specific categories of the five personal and school data variables. An alpha level of .05 was used as the confidence level to reject the null hypothesis that no significant differences existed.

Additional criteria used by principals were ranked according to frequency of mention. An arbitrary weighted score was assigned to each criterion on the basis of an allotment of five points for each A ("Always") and three points for each F ("Frequently"). Further categorization was done according to a classification scheme

devised by Barr (1948, pp. 207-11).

Comments on the study made by respondents were classified under five headings:

1. General Reaction to the Instrument
2. Criticism of the Instrument
3. The Role of the Principal in Evaluation
4. Methods of Evaluation Used
5. Selection of Administrators.

IV. LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations

As this study was essentially a replication of Thomas' study, it was limited to the personal and school data variables used in that study, and also to the basic format of the instrument used. Although there may have been room for improvement in the questionnaire especially, no alterations were made.

Delimitations

The study was delimited to principals of Alberta high schools (both public and separate) and only those high schools staffed by five or more teachers. Hence, the study was also delimited to the evaluation of secondary teachers in Alberta.

Chapter 4

EVALUATIVE CRITERIA COMMONLY EMPLOYED BY
ALBERTA HIGH SCHOOL PRINCIPALS

One of the purposes of the study was to determine whether or not principals employed a common body of criteria, chosen from among the thirty listed for scoring, when (a) evaluating teachers' competence and when (b) evaluating teachers as being worthy of promotion to an administrative position. Data analysis in this chapter pertains to the total sample of principals, that is, to both Alberta principals generally and Edmonton Public School principals. Both groups form the combined sample.

A data analysis of additional criteria used by Edmonton principals and included in the Edmonton instrument (see Appendix A, pp. 141-144) is presented and discussed in Chapter 9. The twenty-six criteria appended to the Edmonton instrument were included at the request of Edmonton Public School Board central office personnel, and hence are analyzed separately.

I. EVALUATION OF TEACHER COMPETENCE

For Teacher Evaluation Questionnaire One, principals scored thirty criteria which they may or may not consider when their purpose was to evaluate teacher competence. Each of the thirty criteria was scored on a four point scale, according to the respondent's use of it when evaluating: always, frequently, seldom, or never.

Table 3 ranks these criteria according to their use, "always" or "frequently," by principals. Almost all of the criteria were used "always" or "frequently" by a majority of the respondents. Twelve were "always" or "frequently" employed by more than ninety per cent of the principals. The data support the conclusion that Alberta high school principals employed a common body of criteria when evaluating teacher competence. This finding coincides with that of Thomas.

The criterion of The Energy, Force, and Enthusiasm Displayed in the Teaching ranked first; it was used "always" or "frequently" by ninety-eight per cent of the respondents. Ranking an equal second were the criteria Class Control and Teacher-Pupil Relationships (both 97.7%). However, the criterion of Class Control was used "always" by more principals (65.5%) than was any other criterion. It was concluded that principals conceived of a competent teacher as being one who maintained class control, while at the same time displaying energy, force, and enthusiasm in his teaching and maintaining good relationships with his students. The fourth ranked criterion was Concern with the All-Round Development of the Pupils (97.1% employed this criterion "always" or "frequently"); the fifth was the teacher's Academic Qualification and Knowledge of the Curriculum (96.0%); the sixth and seventh were respectively Pupil Participation in Lessons (95.4%) and Provision Made for Individual Differences and Group Needs (95.3%).

Some principals indicated in their comments that it was

Table 3

Frequency of Mention of Criteria Employed by Principals
in Evaluating Teacher Competence

N=174

Rank	Criteria	Percentage A*	Percentage F**	Response Total
1	The energy, force and enthusiasm displayed in the teaching	48.9	48.9	97.8
2.5	Class control	65.5	32.2	97.7
2.5	Teacher-pupil relationships	58.0	39.7	97.7
4	Concern with the all-round development of the pupils	51.7	45.4	97.1
5	Academic qualifications and knowledge of the curriculum	42.0	54.0	96.0
6	Pupil participation in lessons	38.2	57.2	95.4
7	Provision made for individual differences and group needs	41.0	54.3	95.3
	A* Always used		F** Frequently used	40

Table 3 (continued)

Rank	Criteria	Percentage Response	
		A*	F** Total
8	Qualities of leadership displayed by the teacher	38.4	56.4 94.8
9	The personality of the teacher	46.6	46.0 92.6
10	Pupil attitudes of courtesy, industry and self-reliance	25.3	66.7 92.0
11.5	The loyalty and dependability of the teacher	36.8	54.6 91.4
11.5	The degree of co-operation of the teacher with other staff members	29.3	62.1 91.4
13	Lesson preparation and planning	32.4	56.1 88.5
14	Concern with character development of the pupils	29.3	58.0 87.3
15	The development of the process of individual enquiry in the pupils	23.0	60.9 83.9
16	The attitude of the pupils to the school and to authority	19.1	64.7 83.8
17	The training of the pupils in self-expression	10.4	71.1 81.5

Table 3 (continued)

Rank	Criteria	Percentage Response		
		A*	F**	Total
18	The pupils work well without supervision	15.7	64.5	80.2
19	The teacher's standing with the pupils	18.8	57.6	76.4
20	Supervision and checking of written work	13.5	62.6	76.1
21	Dress and appearance of the teacher	22.5	52.0	74.5
22	The use of teaching aids	6.9	61.5	68.4
23	The degree of self-evaluation of processes employed	10.2	53.9	64.1
24	The methods of lesson presentation used	17.2	46.6	63.8
25	The training of pupils in civic competence and responsibility	10.9	52.3	63.2
26	The level of intelligence of the teacher	11.6	46.2	57.8
27.5	The professional activities of the teacher	9.2	47.1	56.3

Table 3 (continued)

Rank	Criteria	Percentage A*	Percentage F**	Response Total
27.5	The pupils' appreciation of moral and ethical standards	11.5	44.8	56.3
29	Examination results	4.0	36.2	40.2
30	The teacher's participation and standing in the community	1.7	19.5	21.2

difficult to interpret accurately such terms as class control, loyalty, and the teacher's "standing" with the pupils. Some principals also felt that in different situations different criteria would be used in differing degrees.

When only the response category of "always used" was considered, and then only at the fifty per cent level of frequency or greater, it was found that three criteria were isolated:

1. Class control (65.5%)
2. Teacher-pupil relationships (58.0%)
3. Concern with the all-round development of the pupils (51.7%).

It was concluded that there was some consistency by respondents concerning common evaluative criteria for rating teacher competence.

II. EVALUATION FOR PROMOTION TO AN ADMINISTRATIVE POSITION

In Teacher Evaluation Questionnaire Two, principals scored the same thirty criteria in the same way as the criteria found in Teacher Evaluation Questionnaire One, but the criteria were ordered differently in the second questionnaire. The evaluative situation in this case was according to the teacher's worthiness of being promoted to an administrative position.

Once again, as shown in Table 4, the criteria were ranked according to the frequency with which principals stated they "always" or "frequently" used each particular criterion. Ten

Table 4

Frequency of Mention of Criteria Employed by Principals in Evaluating Teachers for Promotion to Administrative Positions

N=174

Rank	Criteria	Percentage Response	
		A*	F** Total
1	Qualities of leadership displayed by the teacher	85.5	14.5 100
2	The personality of the teacher	75.3	23.6 98.9
3	The degree of co-operation of the teacher with other staff members	75.3	23.0 98.3
4	The loyalty and dependability of the teacher	62.2	36.0 98.2
5	Teacher-pupil relationships	58.6	39.1 97.7
6	Academic qualifications and knowledge of the curriculum	58.0	39.1 97.1
7	Dress and appearance of the teacher	27.0	59.2 96.2
	A* Always used		F** Frequently used
			45

Table 4 (continued)

Rank	Criteria	A*	F**	Percentage Response Total
8	Concern with the all-round development of the pupils	63.8	32.2	96.0
9	Class control	55.7	39.7	95.4
10	The energy, force and enthusiasm displayed in the teaching	60.3	34.5	94.8
11	The attitude of the pupils to the school and to authority	33.7	55.2	88.9
12	Provision made for individual differences and group needs	35.1	52.3	87.4
13	Concern with character development of the pupils	37.9	49.4	87.3
14	The teacher's standing with the pupils	34.5	51.5	86.0
15	The professional activities of the teacher	35.1	48.3	83.4
16	The level of intelligence of the teacher	34.9	47.7	82.6
17	Pupils' attitudes of courtesy, industry and self-reliance	17.9	63.0	80.9

Table 4 (continued)

Rank	Criteria	Percentage A*	Percentage F**	Response Total
18	The development of the process of individual enquiry in the pupils	20.2	59.0	79.7
19	The degree of self-evaluation of processes employed	29.5	49.1	78.6
20	Lesson preparation and planning	21.8	55.2	77.0
21	The pupils work well without supervision	17.8	58.0	75.8
22	The training of pupils in civic competence and responsibility	13.2	58.6	71.8
23	Pupil participation in lessons	14.9	56.3	71.2
24	The pupils' appreciation of moral and ethical standards	16.8	52.0	68.8
25	The teacher's participation and standing in the community	20.8	47.4	68.2
26	The methods of lesson presentation used	16.9	49.4	66.3
27	The training of the pupils in self-expression	11.6	54.1	65.7

Table 4 (continued)

Rank	Criteria	Percentage Response	
		A*	F** Total
28	Supervision and checking of written work	13.4	45.9 59.3
29	The use of teaching aids	6.4	47.4 53.8
30	Examination results	2.9	34.5 37.4

criteria were used "always" or "frequently" by more than ninety per cent of Alberta high school principals. This suggested that principals employed a common body of criteria when evaluating teachers for administrative promotion.

The criterion which was ranked first, being used "always" or "frequently" by all principals, was Qualities of Leadership Displayed by the Teacher. More than eighty-five per cent of the respondents said they would "always" use this criterion. One might conclude that leadership qualities are, as might be expected, considered to be of prime importance for promotion to a position of leadership. Ranking second was the criterion The Personality of the Teacher, which was scored as being used "always" or "frequently" by almost ninety-nine per cent of the principals.

The third ranked criterion was The Degree of Co-operation of the Teacher with Other Staff Members; the fourth was The Loyalty and Dependability of the Teacher; the fifth was Teacher-Pupil Relationships; the sixth was Academic Qualifications and Knowledge of the Curriculum; and the seventh was Dress and Appearance of the Teacher.

The five criteria which ranked the highest according to their use "always" or "frequently" by principals were all concerned with the teacher's personal qualities which might suit him for a leadership position, or with human relations skills relating to other staff members and students.

III. CRITERIA USED INFREQUENTLY IN THE TWO EVALUATIVE SITUATIONS

Principals commonly did not use certain criteria with a high frequency, just as they did employ a common body of criteria with consistency. This was true for both evaluative situations.

Evaluation of Teacher Competence

Table 5 presents the ranking of criteria which were used "seldom" or "never" when principals were evaluating teacher competence.

The least used criterion was that of The Teacher's Participation and Standing in the Community. This criterion was used "seldom" or "never" by almost eighty per cent of the principals. The criterion of Examination Results was used "seldom" or "never" by more than half of the principals (59.8%). The criterion of The Professional Activities of the Teacher was ranked an equal third in most infrequent use, and the next lowest ranked criterion was that of The Level of Intelligence of the Teacher, ranked twenty-sixth out of the thirty criteria.

While there appears to be no overriding reason for the infrequent use of these criteria for evaluating teacher competence, one principal commented that it was difficult to determine what was meant by "intelligence"; another wondered how intelligence was to be measured and found the criterion of teacher intelligence to be misleading and open to different interpretations. One principal felt that the criterion of The Teacher's Participation and Standing

Table 5

Criteria Used Infrequently by Principals in Evaluating Teacher Competence
(lowest ranked criteria)

N=174

Rank	Criteria	Percentage N*	S**	Response Total
30	The teacher's participation and standing in the community	13.8	64.9	78.7
29	Examination results	6.9	52.9	59.8
27.5	The pupils' appreciation of moral and ethical standards	11.5	32.2	43.7
27.5	The professional activities of the teacher	4.0	39.7	43.7
26	The level of intelligence of the teacher	8.1	34.1	42.2

N* Never used S** Seldom used

in the Community was "disjointed," while a second wondered what "pupils' appreciation of moral and ethical standards" means today. A further respondent said he found it difficult to score any of the thirty criteria in the "seldom" or "never" categories since they would, he felt, be "very crucial" in forming an opinion.

Some of the thirty evaluative criteria were found to be commonly used "seldom" or "never" by principals when evaluating teacher competence.

Evaluation for Promotion to an Administrative Position

The ranking of the criteria used least frequently by principals when evaluating teachers for promotion to an administrative position is presented in Table 6.

In this evaluative situation the least used criterion was that of Examination Results, which was used "seldom" or "never" by almost two-thirds (62.6%) of the principals. The teacher's use of teaching aids and his supervision and checking of written work were also infrequently used criteria.

It is noteworthy perhaps that in both evaluative situations the criterion of students' examination results occupies an extremely low position in the hierarchy of criteria. In both cases approximately sixty per cent of principals felt that this was an unimportant criterion.

Principals employ a common body of criteria, chosen from among the thirty listed for scoring, when evaluating teachers' competence and when evaluating teachers for administrative

Table 6

Criteria Used Infrequently by Principals in Evaluating Teachers
for Promotion to an Administrative Position
(lowest ranked criteria)

N=174

Rank	Criteria	Percentage N*	S**	Response Total
30	Examination results	12.6	50.0	62.6
29	The use of teaching aids	8.7	37.6	46.3
28	Supervision and checking of written work	5.8	34.9	40.7

N* Never used S** Seldom used

promotion. However, different criteria were differently stressed in the two situations.

Chapter 5

COMPARISONS OF PRINCIPALS' EMPHASES PLACED ON CRITERIA
OF EVALUATION EMPLOYED IN EACH EVALUATIVE SITUATION

One frequently hears the thought expressed that the reward for good teaching is promotion to an administrative position. It is doubtful, though, that the best teachers always make the best administrators.

One purpose of the study was to determine whether principals of Alberta high schools use the same criteria of evaluation when evaluating teachers as to (a) their teaching competence and (b) their worthiness of promotion to an administrative position. Do Alberta high school principals think that competent teachers can and/or will become competent administrators? If so, they will place approximately the same emphasis upon (a) individual criteria, and (b) categories of criteria.

I. EMPHASIS PLACED UPON INDIVIDUAL CRITERIA

Table 7 presents the rank order of the evaluative criteria employed in each of the two evaluative situations and also the degree of difference of stress placed on individual criteria. A distinctly different emphasis was placed upon many criteria as the evaluative situation changed. The highest ranked criterion for teacher competence--The Energy, Force and Enthusiasm Displayed in the Teaching--ranked only tenth for administrative promotion. The criteria which ranked an equal second for evaluating teacher

Table 7

Rank Order of Criteria of Evaluation Employed in Each Evaluative Situation (As Per Tables 3 and 4)

Criteria	Teacher Competence %	Rank	Administrative Promotion %	Rank	Difference in Ranks
The energy, force and enthusiasm displayed in the teaching	97.8	1	94.8	10	9
Class control	97.5	2.5	95.4	9	6.5
Teacher-pupil relationships	97.7	2.5	97.7	5	2.5
Concern with the all-round development of the pupils	97.1	4	96.0	8	4
Academic qualifications and knowledge of the curriculum	96.0	5	97.1	6	1
Pupil participation in lessons	95.4	6	71.2	23	17
Provision made for individual differences and group needs	95.3	7	87.4	12	5
Qualities of leadership displayed by the teacher	94.8	8	100.0	1	7

Table 7 (continued)

Criteria	Teacher Competence %	Teacher Competence Rank	Administrative Promotion %	Administrative Promotion Rank	Difference in Ranks
The personality of the teacher	97.6	9	98.9	2	7
The loyalty and dependability of the teacher	91.4	11.5	98.2	4	7.5
The degree of co-operation of the teacher with other staff members	91.4	11.5	98.3	3	8.5
Lesson preparation and planning	88.5	13	77.0	20	7
Concern with character development of the pupils	87.3	14	87.3	13	1
The development of the process of individual enquiry in the pupils	83.9	15	79.2	18	3
The attitude of the pupils to the school and to authority	83.8	16	88.9	11	5
The training of the pupils in self-expression	81.5	17	65.7	27	10
The pupils work well without supervision	80.2	18	75.8	21	3

Table 7 (continued)

Criteria	Teacher Competence %	Teacher Competence Rank	Administrative Promotion %	Administrative Promotion Rank	Difference in Ranks
The teacher's standing with the pupils	76.4	19	86.0	14	5
Supervision and checking of written work	76.1	20	59.3	28	8
Dress and appearance of the teacher	74.5	21	96.2	7	14
The use of teaching aids	68.4	22	53.8	29	7
The degree of self-evaluation of processes employed	64.1	23	78.6	19	4
The methods of lesson presentation used	63.8	24	66.3	26	2
The training of pupils in civic competence and responsibility	63.2	25	71.8	22	3
The level of intelligence of the teacher	57.8	26	82.6	16	10
The professional activities of the teacher	56.3	27.5	83.4	15	12.5

Table 7 (continued)

Criteria	Teacher Competence %	Teacher Competence Rank	Administrative Promotion %	Administrative Promotion Rank	Difference in Ranks
The pupils' appreciation of moral and ethical standards	56.3	27.5	68.8	24	3.5
Examination results	40.2	29	37.4	30	1
The teacher's participation and standing in the community	21.2	30	68.2	25	5

competence--Class Control and Teacher-Pupil Relationships--ranked ninth and fifth respectively for evaluation for administrative promotion. The first and second ranked criteria for administrative promotion, namely Qualities of Leadership Displayed by the Teacher and The Personality of the Teacher, ranked eighth and ninth respectively for the evaluation of teacher competence.

The greatest difference in emphasis involved the criterion of Pupil Participation in Lessons, which ranked sixth for teacher competence and twenty-third for administrative promotion. The criterion Dress and Appearance of the Teacher ranked seventh for administrative promotion and twenty-first for evaluation of teacher competence.

Of the four highest ranked criteria for evaluating teacher competence, not one was included in the first four listed for administrative promotion. The same was hence true for the first four criteria for administrative promotion.

Spearman Rho Calculation

The Spearman rho was calculated, and was found to be .65. This value is significant beyond the .01 level, and suggests that there is a strong positive correlation between the use of all criteria independent of the evaluative situation; that is, the criteria which principals considered to be important in one situation tend to be stressed in the other situation and, conversely, those used less often in one situation tend to be of less importance in the second situation.

Kolmogorov-Smirnov Calculation

Although the obtained Spearman rho shows that there is a strong similarity in general usage of the criteria independent of the two evaluative situations, the Kolmogorov-Smirnov test shows that there is a considerable number of significant differences in the usage of particular criteria, depending upon the evaluative situation.

The Kolmogorov-Smirnov two-sample test is concerned with the agreement between two sets of sample values. A large enough deviation between the two sample cumulative distributions is evidence for rejecting the null hypothesis. This test focuses on the largest of any observed deviations (Siegel, 1956, pp. 127-8). The null hypothesis in this study states that there is no difference in the expected number of responses by principals to individual criteria when evaluating in the two different evaluative situations. The null hypothesis was rejected (at the .05 level or greater) for fifteen individual criteria; the alternate hypothesis, which states that principals' stresses placed on individual criteria changed in the two different evaluative situations, was accepted for these fifteen cases.

Table 8 presents an analysis of those criteria which were given significantly different stresses depending upon which evaluative situation was involved. Criteria which principals considered to be far more important (significant at the .001 level) in evaluation for promotion to an administrative position than in

Table 8

The Degree of Relationship between the Evaluative Situation and Particular Criteria of Evaluation
(Kolmogorov-Smirnov two-sample test at the .05 level of significance for a one-tailed test;
significance of D Max. is tested by chi square test with 2df)

N=174[†]

No.	Criteria	A	Frequencies			Total	Chi Square (2df)	Probability
			F	S	N			
1	Qualities of leadership displayed by the teacher	*1. 66 **2. 148	97 25	9 0	0 0	172 173	76.785	.001
2	The teacher's participation and standing in the community	1. 3 2. 36	34 82	113 47	24 8	174 173	76.468	.001
3	The degree of co-operation of the teacher with other staff members	1. 51 2. 131	108 40	13 3	2 0	174 174	73.563	.001

[†]N may be slightly smaller than 174

*Teacher Competence Situation

**Administrative Promotion Situation

A=Always
S=eldom
F=Frequently
N=Never

Table 8 (continued)

No.	Criteria	Frequencies				Total	Chi Square (2df)	Probability
		A	F	S	N			
4	The personality of the teacher	1.	81	80	13	0	174	28.735
		2.	131	41	2	0	174	
5	The professional activities of the teacher	1.	16	82	69	7	174	25.390
		2.	61	84	26	3	174	
6	The loyalty and dependability of the teacher	1.	64	95	15	0	174	22.370
		2.	107	62	3	0	172	
7	The level of intelligence of the teacher	1.	20	80	59	14	173	21.141
		2.	60	82	25	5	172	
8	Pupil participation in lessons	1.	66	99	7	1	173	20.172
		2.	26	98	45	5	174	
9	The degree of self-evaluation of processes employed	1.	17	90	55	5	167	12.660
		2.	51	85	32	5	173	
10	Supervision and checking of written work	1.	23	107	37	4	171	9.589
		2.	23	79	60	10	172	

Table 8 (continued)

No.	Criteria	A		Frequencies		N	Total	Chi-Square (2df)	Probability
				F	S				
11	Academic qualifications and knowledge of the curriculum	1.	73	94	7	0	174	9.011	.02
		2.	101	68	5	0	174		
12	The training of the pupils in self-expression	1.	18	123	30	2	173	8.618	.02
		2.	20	93	54	5	172		
13	The teacher's standing with the pupils	1.	32	98	36	4	170	8.383	.02
		2.	59	88	22	2	171		
14	The use of teaching aids	1.	12	107	53	2	174	7.430	.05
		2.	11	82	65	15	173		
15	The attitude of the pupils to the school and to authority	1.	33	112	23	5	173	7.400	.05
		2.	58	95	18	1	172		

evaluation of teacher competence involved the teacher's leadership qualities, participation and standing in the community, cooperation with fellow staff members, personality, professional activities, loyalty and dependability, and his intelligence. Criteria relating to the teacher's self-evaluation of processes employed, his academic qualifications and knowledge of the curriculum, his standing with the pupils, and the attitude of his pupils toward the school and authority were also used more (significant at the .01, .02, or .05 level) by respondents when considering teachers for promotion to an administrative position. Heavy stress was placed on presage criteria in this situation; all but two of the above criteria are categorized as presage criteria.

Also shown in Table 8 are those criteria which were given a significantly greater stress by principals when evaluating teacher competence. Such criteria were few. Pupil participation in lessons, the teacher's supervision and checking of written work, the use of teaching aids, and the training of pupils in self-expression were considered to be more important when evaluating teacher competence. Three of these criteria are categorized as process criteria. It is safe to say that process criteria receive higher stress when principals evaluate teacher competence.

II. EMPHASIS PLACED UPON CATEGORIES OF CRITERIA

Table 9 presents an analysis of the emphasis which principals placed upon each of Mitzel's categories of process, product, and

Table 9

Rank Order of Criteria of Evaluation Employed for Teacher Competence
Grouped According to Mitzel's Categories

Category	Rank as Per Table 3									
Process	1,	2.5,	2.5,	6,	7,	13,	20,	22,	23,	24.
Product	4,	10,	14,	15,	16,	17,	18,	25,	27.5,	29.
Presage	5,	8,	9,	11.5,	11.5,	19,	21,	26,	27.5,	30.

presage criteria when evaluating teacher competence. This table was derived from Table 3 (p. 40) and is dependent upon the categorization of criteria presented in Appendix B. The categorization of criteria was justified following factor analysis of the raw data (see Appendix C).

Analysis of Table 9 shows that principals placed the heaviest emphasis on process criteria and the least emphasis on product criteria when evaluating teacher competence. This finding coincides with that of Moore (1966) and Thomas (1969), who found that both inspectors and principals in Victoria, Australia, emphasized process criteria and de-emphasized product criteria in the same situation.

Table 10 parallels the preceding table by analyzing the emphasis placed upon the three different categories of criteria when evaluating for promotion to an administrative position. This table refers to Table 4 (p. 45) and to the grouping of criteria presented in Appendix B.

Principals placed the most emphasis on presage criteria and the least emphasis on product criteria when evaluating in the administrative promotion situation. This finding agrees once again with findings of both Moore and Thomas.

The conclusion was reached that process criteria were stressed for evaluation of teacher competence, but that presage criteria were considered to be most important in the evaluation of teachers for administrative promotion.

Table 10

Rank Order of Criteria of Evaluation Employed for Administrative
Promotion Grouped According to Mitzel's Categories

Category	Rank as Per Table 4
Process	5, 9, 10, 12, 19, 20, 23, 26, 28, 29.
Product	8, 11, 13, 17, 18, 21, 22, 24, 27, 30.
Presage	1, 2, 3, 4, 6, 7, 14, 15, 16, 25.

III. RESULTS OF FACTOR ANALYSIS

Moore suggested that his thirty criteria were evenly distributed over Mitzel's categories of process, product, and presage criteria. Thomas (1969, Appendix C) performed a factor analysis of his data and found that there was indeed some clustering of the thirty criteria into three groups. A three factor solution of the data in the present study showed an even stronger clustering of criteria than was the case in Thomas' study. It was possible to identify the three clusters as being largely process, product, and presage criteria (see Appendix C). As in Thomas' study, an absolute value of .40 was used as the lower limit of significance. The results suggest that the three clusters of criteria used may be validly considered to meet Mitzel's characteristics of process, product, and presage categories.

Chapter 6

RELATIONSHIPS BETWEEN CERTAIN EVALUATIVE CRITERIA
AND CHARACTERISTICS OF RESPONDENTS
AND THEIR SCHOOLS

One of the purposes of the study was to determine whether any significant relationships existed between specific criteria used by principals and five personal and school variables.

The five variables were as follows: the age of the principal; the length of his experience as a principal; the amount of time during which he was engaged in classroom teaching; school size as measured by pupil enrolment; and school size as measured by the number of full-time teachers (see Appendix A).

Each of the five variables was collapsed from either four or five response categories to two or three response categories. A chi square test was then performed to determine differences, which were accepted as being significant at the .05 level or less. The null hypothesis stated that no significant difference existed between responses to the use of certain evaluative criteria and different categories of the personal and school data variable(s). The null hypothesis of no difference was rejected in fifteen instances. None of these findings coincided with those of Thomas (1966, pp. 75-87). Frequency distributions of significant differences are included in Appendix D.

Age of Principal

Table 11 shows that significant differences existed between

Table 11

Significant Differences in Responses to Criteria of Evaluation of Respondents
in Different Age Groups (.05 Level of Significance)

(up to 45 years, N=73) (46+ years, N=101)

Criteria	Teacher Competence			Administrative Position		
	Chi Square	df	Prob-ability	Chi Square	df	Prob-ability
The methods of lesson presentation used	*	-	-	9.073	3	.028
Pupils' attitudes of courtesy, industry, and self-reliance	*	-	-	9.593	3	.022

*No significant difference

principals who were up to forty-five years of age and those who were over forty-six years of age when responding to only two criteria, in both cases when evaluating teachers for promotion to an administrative position. In all other cases, the null hypothesis was not rejected.

It was inferred from the data that for administrative promotion more of the older principals tended to use the criterion of The Methods of Lesson Preparation "always" than did younger principals, while more of the younger principals used this criterion "frequently" than did older principals. More of the older principals used the criterion of Pupils' Attitudes of Courtesy, Industry, and Self-reliance "always" and "frequently" than did younger principals, who felt that this criterion was considerably less important.

Length of Experience as a Principal

This personal variable accounted for almost half (7 of 15) of the cases in which the null hypothesis of no significant difference was rejected. Table 12 shows that, for principals who had either up to ten, or more than eleven, years' experience as a principal, there were two significant differences concerning evaluation of teacher competence, and five concerning evaluation for administrative promotion.

When evaluating teacher competence, more experienced principals thought that the teacher's leadership qualities were more important than did less experienced principals; more experienced principals also placed greater stress on the criterion of The

Table 12

Significant Differences in Responses to Criteria of Evaluation of Respondents According to Their Length of Experience as Principals (.05 Level of Significance)

(up to 10 years' experience, N=83)

(11+ years' experience, N=91)

Criteria	Teacher Competence			Administrative Position		
	Chi Square	df	Prob-ability	Chi Square	df	Prob-ability
Qualities of leadership displayed by the teacher	8.138	2	.017	*	-	-
The training of the pupils in self-expression	8.486	3	.036	*	-	-
Supervision and checking of written work	*	-	-	8.121	3	.043
The attitudes of the pupils to the school and to authority	*	-	-	7.590	3	.055
The use of teaching aids	*	-	-	9.238	3	.026

Table 12 (continued)

Criteria	Teacher Competence			Administrative Position		
	Chi Square	df	Prob-ability	Chi Square	df	Prob-ability
The teacher's standing with the pupils	*	-	-	10.120	3	.017
Teacher-pupil relationships	*	-	-	5.998	2	.049

*No significant difference

Training of the Pupils in Self-expression than did principals who had less experience. Less experienced principals considered the checking and supervision of written work to be less important than did their more experienced counterparts, when evaluating for administrative promotion. In the same evaluative situation, more experienced principals placed more importance on pupils' attitudes to the school and to authority than did less experienced principals. For the criterion of The Use of Teaching Aids, the significant difference was attributed to the fact that many more of the less experienced principals used this criterion both "always" and "never" than did the more experienced principals. The Teacher's Standing with the Pupils was used "always" by more experienced principals much more often than it was by less experienced principals. Oddly enough, more of the more experienced principals used the criterion of Teacher-pupil Relationships both "always" and "seldom" than did less experienced principals.

Time Spent in Classroom Teaching

The personal variable of the amount of time during which the principal is engaged in classroom teaching was collapsed into three categories: those who do not teach; those who teach from one to ten periods per week; and those who teach eleven or more periods per week. The null hypothesis of no significant difference was rejected for only two criteria, one in each of the two evaluative situations (see Table 13).

When evaluating teacher competence, principals who teach used

Table 13

Significant Differences in Responses to Criteria of Evaluation of Respondents According to the Amount of Time Principals Were Engaged in Teaching (.05 Level of Significance)

(No teaching, N=88) (1-10 periods per week, N=49) (11+ periods per week, N=37)

Criteria	Teacher Competence			Administrative Position		
	Chi Square	df	Prob-ability	Chi Square	df	Prob-ability
The teacher's standing with the pupils	12.703	6	.047	*	-	-
The pupils work well without supervision	*	-	-	12.313	6	.055

*No significant difference

the criterion of The Teacher's Standing with the Pupils much more than did those respondents who do not teach. When evaluating teachers for promotion to an administrative position, different categories of principals placed different stresses on the criterion which deals with how well the pupils work without supervision. More of the principals who do not teach used this criterion either "seldom" or "never" than did teaching principals.

Size of School

One significant chi square value was obtained for the variable of school size as measured by actual enrolment. This variable was collapsed into two categories: schools enrolling either fewer than six hundred, or six hundred or more pupils. Principals of smaller schools placed far greater stress on the criterion of The Teacher's Standing with the Pupils (see Table 14).

Number of Teachers

This variable was collapsed into two response categories: (a) schools staffed by either twenty-six or more teachers, and (b) those staffed by fewer than twenty-six teachers. Table 15 shows that significant differences existed for two criteria, the first (Academic Qualifications and Knowledge of the Curriculum) being significant in the situation of the evaluation of teacher competence, and the second (Teacher-pupil Relationships) being significant in both evaluative situations. Principals of schools employing fewer than twenty-six teachers considered teachers' academic qualifications

Table 14

Significant Differences in Responses to Criteria of Evaluation of Respondents According to the Size of the School (.05 Level of Significance)

(600+ pupils, N=57)

(Fewer than 600 pupils, N=117)

Criteria	Teacher Competence		Administrative Position	
	Chi Square	Prob-ability	Chi Square	Prob-ability
The teacher's standing with the pupils	*	-	11.356	.009

*No significant difference

Table 15

Significant Differences in Responses to Criteria of Evaluation of Respondents According to the Size of the School (.05 Level of Significance)

Criteria	(Fewer than 26 teachers, N=90)				(26+ teachers, N=84)			
	Teacher Competence		Prob-ability		Administrative Position		Prob-ability	
	Chi Square	df	Chi Square	df	Chi Square	df	Chi Square	df
Academic qualifications and knowledge of the curriculum	6.438	2	.039		*	-	-	
Teacher-pupil relationships	7.548	3	.056		8.097	2		.017

*No significant difference

and knowledge of the curriculum to be more important than did principals of larger schools. In evaluating teacher competence, principals of smaller schools placed more importance upon teacher-pupil relationships than did principals of bigger schools, as they did when evaluating for promotion to an administrative position.

Summary

Although at least one significant relationship was found between the use of certain criteria and each of the five personal and school data variables, in most cases there was no evidence to reject the null hypothesis of no difference. The five variables have a limited effect upon principals' responses to the evaluative criteria.

Chapter 7

ANALYSIS OF ADDITIONAL CRITERIA USED BY RESPONDENTS
WHEN EVALUATING IN BOTH EVALUATIVE SITUATIONS

Space was provided on the instrument (see Appendix A) for respondents to list criteria which they would use when evaluating teachers, but which were not included in the list of thirty criteria to be scored. Respondents were asked to indicate whether they would use each of these additional criteria "always" (A) or "frequently" (F).^{*} Twenty-nine per cent of the respondents listed additional criteria for the evaluation of teacher competence. Twenty-eight per cent listed further criteria which they would use when evaluating teachers for administrative promotion. It can be concluded that the majority of principals both would evaluate teachers and do evaluate teachers using only those criteria listed in the instrument.

Two different but somewhat related techniques were used to analyze the additional criteria. The techniques which were used in the same way by Thomas (1969, p. 90) were used identically in both evaluative situations and consisted of: (a) a simple ranking of the criteria on the basis of an allotment of five points for each "always" and three points for "frequently"; and (b) a categorization of the criteria following the format of a classification scheme devised by Barr (1948) in his analysis of studies related to the measurement

^{*}Where this was not done, an "A" was assigned arbitrarily to the criterion.

and prediction of teaching efficiency.

Barr's (1948) classification scheme involves breaking down characteristics of teaching efficiency and its prerequisites into five different categories: personal qualities, expected competencies of the teacher, desired pupil outcomes (or effects of teacher leadership), behavior controls (such as knowledges, skills, interests, attitudes, and ideals), and a miscellaneous collection of background personal data.

1. ADDITIONAL CRITERIA USED IN EVALUATING TEACHER COMPETENCE

A listing of respondents' additional criteria for evaluating teacher competence appears in order of rank, according to weighted scores, in Table 16. Fifty-four criteria were identified, some of which are quite closely related to others. There was no evidence of extremely popular usage of any of the criteria; many of the criteria were in fact listed by only one respondent.

When the fifty-four additional criteria were classified according to Barr's categories as presented in Table 17, it was found that the category of Personal Qualities was weighted twice as heavily as any of the other four categories. By far the most stressed individual criterion was that of Cooperativeness which, according to Barr's scheme, includes such aspects as adaptability, flexibility, friendliness, responsiveness, and so on.

The category of Behavior Controls received the next highest stress, with the individual criterion of Professional Attitudes being

Table 16

Additional Criteria Used by Principals When Evaluating Teacher Competence

N=50

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
1.	Interest in and/or willingness for extra-curricular activities	3	4	27
2.	Ability to meet changing situations, flexibility, adaptability	5	-	25
3.	Sympathy with philosophy of the institution and its overall program aims	3	1	18
4.	Attitude of teacher to the school (concern for the school and its reputation)	3	1	16
5.	The degree of cooperation with the administration	3	1	16
6.	Willingness to change	2	2	16

Table 16 (continued)

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
7.	Willingness to spend time before and after school for pupil needs, guidance, etc.	3	-	15
8.	Ability of a teacher to be natural, honest, and fair in dealings with pupils (and respect for pupils)	3	-	15
9.	Habits of punctuality and attendance, dependability	2	1	13
10.	Degree of cooperation with team members	2	1	13
11.	Interest in continuing education	1	2	11
12.	Teacher's ability to solve own discipline problems	2	-	10
13.	Types of student activities (variety, field trips)	2	-	10
14.	Good judgement	2	-	10
15.	Development of desire to learn on part of students	2	-	10

Table 16 (continued)

No.	Criteria	Frequency		Weighted Score (A=5, F=3)
		Always	Frequently	
16.	Sense of humor	1	1	8
17.	Professional qualifications, special training	1	1	8
18.	Industry (or industrious)	1	1	8
19.	Attention given to individual students	1	1	8
20.	Rapport with parents particularly	-	2	6
21.	Recognition of spiritual values	1	-	5
22.	Ability to communicate with a particular age	1	-	5
23.	If they have worked hard in an area not primary field	1	-	5
24.	If have interest of students at heart	1	-	5
25.	Imagination, unique approach	1	-	5

Table 16 (continued)

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
26.	High degree and level of class organization	1	-	5
27.	Interpretation and modification of curriculum	1	-	5
28.	Commitment to teaching	1	-	5
29.	Sincere concern for progress of all students	1	-	5
30.	Recognition of human frailty	1	-	5
31.	Recognition of human dignity	1	-	5
32.	Freedom of discussion	1	-	5
33.	Suitability of work	1	-	5
34.	The desire to teach from an integrally Christian perspective	1	-	5
35.	Enthusiasm for subject matter	1	-	5

Table 16 (continued)

No.	Criteria	Always	Frequency Frequently	Weighted Score (A=5, F=3)
36.	Doing what is right irrespective of popularity	1	-	5
37.	Be able to engage in constructive criticism without carping	1	-	5
38.	Self-respect, dignity	1	-	5
39.	Contribution to school climate	1	-	5
40.	Rapport with age group to be taught	1	-	5
41.	Ability to propose, plan, and develop innovative programs	1	-	5
42.	Use of free or preparation time	-	1	3
43.	Teacher's willingness to work with weak students	-	1	3
44.	Teacher's precision of expression	-	1	3
45.	Personal intuition	-	1	3

Table 16 (continued)

No.	Criteria	Frequency		Weighted Score (A=5, F=3)
		Always	Frequently	
46.	Community reaction to the teacher's efforts	-	1	3
47.	The teacher's illness record	-	1	3
48.	Ability to be self-reliant and seek assistance when necessary	-	1	3
49.	Ambition of the teacher	-	1	3
50.	Length of time teacher was in previous situation	-	1	3
51.	Develop skills in communication	-	1	3
52.	Possession of a positive attitude	-	1	3
53.	An even temperament	-	1	3
54.	A liking for students	-	1	3

Table 17

Categories of Additional Criteria Used by Principals When Evaluating Teacher Competence

N=50

Category*		Gross Weighted Score**
I. PERSONAL QUALITIES		
1. Cooperativeness	2(25), 6(16), 5(16), 10(13), 23(5)	75
2. Reliability	8(15), 9(13)	28
3. Considerateness	7(15), 24(5), 37(5)	25
4. Emotional stability	30(5), 31(5), 38(5), 53(3)	18
5. Drive	18(8), 42(3), 49(3)	14

*According to Barr (1948). (The numbers represent the criteria listed in Table 16, with the weighted score shown in brackets.)

**Always = 5, Frequently = 3

Table 17 (continued)

Category		Gross Weighted Score
6. Buoyancy	16(8), 52(3)	11
7. Intelligence	14(10)	10
8. Refinement	21(5), 34(5)	10
9. Dominance	36(5), 48(3)	8
10. Resourcefulness	25(5)	5
		<u>200</u>
II COMPETENCIES (abilities to do)		
1. As a director of learning		
a. Skill in teacher-pupil relations	12(10), 22(5), 40(5)	20
b. Skill in instruction (general)	41(5), 46(3), 51(3), 27(5)	16
c. In making activities meaningful	13(10), 33(5)	15

Table 17 (continued)

Category	Gross Weighted Score
d. In providing for individual differences 19(8), 43(3)	11
e. Motivation 15(10)	10
f. In organizing experiences into meaningful wholes 26(5)	5
g. In directing discussion 32(5)	<u>5</u> <u>82</u>
III EFFECTS OF TEACHER LEADERSHIP (results) 39(5)	<u>5</u> <u>5</u>
IV BEHAVIOR CONTROLS	
1. Professional attitudes 3(18), 4(16)	34
2. Interest in extra-curricular activities 1(27)	27
3. Efforts toward self-improvement 11(11)	11

Table 17 (continued)

Category		Gross Weighted Score
4.	Interest in pupils 29(5), 54(3)	8
5.	Skill in human relationships 20(6)	6
6.	Interest in teaching and school work 28(5)	5
7.	Interest in subject or activity 35(5)	5
8.	Skill in the use of language (speech) 44(3)	3
9.	Health 47(3)	3
		<u>102</u>
V STATUS FACTS		
1.	Training 17(8)	8
2.	Experience 50(3)	3
		<u>11</u>

most important. Actual "knowledges" of the teacher, such as knowledge of subject matter, child behavior, professional practices and techniques, general cultural background, and scholarship were nowhere represented by additional criteria.

The category of Competencies was third in emphasis, followed by Effects of Teacher Leadership and Status Facts.

In their additional criteria for evaluating teacher competence, Alberta principals placed a great emphasis on personal qualities of the teacher, considerably less emphasis on his knowledges and skills, and practically no emphasis on the results which he obtains and status facts about him.

II. ADDITIONAL CRITERIA USED IN EVALUATING FOR PROMOTION TO AN ADMINISTRATIVE POSITION

Table 18 presents a listing of additional criteria used by respondents when evaluating teachers for promotion to an administrative position. Forty-seven such criteria were identified. As might be expected, criteria which were concerned with general or specific organizational ability, and with various aspects of administrative ability, were the dominant criteria. A third important criterion involved the teacher's willingness to work "overtime" or long hours. The additional criterion of the teacher's human relations skills or ability to get along with others also ranked highly among the additional criteria.

As shown in Table 19, when the additional criteria were categorized according to Barr's classification scheme, it was found

Table 18

Additional Criteria Used by Principals When Evaluating Teachers for
Promotion to an Administrative Position

N=49

No.	Criteria	Frequency		Weighted Score (A=5, F=3)
		Always	Frequently	
1.	Organizational ability (general and specific)	11	-	105
2.	Administrative ability, ability to see the main issues among a mass of detail, ability to delegate authority, accept responsibility	8	1	43
3.	Willingness to work "overtime," long hours	6	-	30
4.	Ability to get along with others	5	-	25
5.	Communication ability	4	1	23
6.	Industry, willingness to work hard	5	1	23

Table 18 (continued)

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
7.	Concern for the total school environment, educational values and philosophy	4	-	20
8.	Extra-curricular interest, volunteer, participation	3	1	18
9.	Ability to adapt and improvise	3	-	15
10.	Creativity, imagination	3	-	15
11.	Self-control	3	-	15
12.	Diplomacy and tact in dealing with others	3	-	15
13.	Sympathy with, and commitment to, the philosophy of the institution	3	-	15
14.	Interest in continuing education, inservice	2	1	13
15.	Cooperation	2	-	10
16.	Sense of humor	2	-	10

Table 18 (continued)

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
17.	Ability to accept responsibility	2	-	10
18.	Good judgement	2	-	10
19.	Ability to work under pressure	2	-	10
20.	Patience	2	-	10
21.	Justice for all in everything, concern for all points of view	2	-	10
22.	Teacher's courtesy to students, warm feeling for students	2	-	10
23.	Intellectual honesty, professional honesty	2	-	10
24.	The teacher's physical health	1	1	8
25.	Teacher's self-concept	1	1	8
26.	Age and experience, length of experience	-	2	6

Table 18 (continued)

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
27.	Unselfishness	1	-	5
28.	Consistency	1	-	5
29.	Charisma	1	-	5
30.	Sensitivity to the needs of the community	1	-	5
31.	Teacher's willingness to accept such a promotion	1	-	5
32.	Concern for reputation of the school	1	-	5
33.	Desire to cut red tape	1	-	5
34.	Teacher holds the respect of teachers, students, and parents	1	-	5
35.	Ability to get others to accept his ideas	1	-	5
36.	Does what is right with little regard for personal popularity	1	-	5

Table 18 (continued)

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
37.	Promptness; no procrastination	1	-	5
38.	Forthright; will say what is meant	1	-	5
39.	Being in contact with views of students, parents, community	1	-	5
40.	Ability to accept direction	1	-	5
41.	Desire to innovate	-	1	3
42.	Does not curry favor with superiors	-	1	3
43.	The degree to which the administrative appointee would participate with his teachers	-	1	3
44.	The degree to which the administrative appointee would accept suggestions from his teachers	-	1	3
45.	Use of preparation time	-	1	3

Table 18 (continued)

No.	Criteria	Frequency Always Frequently	Weighted Score (A=5, F=3)
46.	Experimentation in approved areas	-	3
47.	Moral and ethical standards	-	3

Table 19

Categories of Additional Criteria Used by Principals When
Evaluating for Administrative Promotion

N=49

	Category*	Gross Weighted Score**
I	PERSONAL QUALITIES	
	1. Drive 3(30), 6(23), 19(10), 31(5), 45(3)	71
	2. Intelligence 2(43), 18(10)	53
	3. Considerateness 12(15), 20(10), 22(10)	35
	4. Reliability 17(10), 23(10), 28(5), 35(5), 40(5)	35
	5. Cooperativeness 9(15), 15(10), 27(5)	30

*According to Barr (1948). (The numbers represent the criteria listed in Table 18, with the weighted score shown in brackets.)

**Always = 5, Frequently = 3

Table 19 (continued)

Category		Gross Weighted Score
6. Emotional stability	11(15), 25(8)	23
7. Dominance	33(5), 36(5), 37(5), 38(5), 42(3)	23
8. Resourcefulness	10(15), 41(3), 46(3)	21
9. Buoyancy	16(10)	10
10. Objectivity	21(10)	10
11. Personality, General	29(5)	5
12. Refinement	47(3)	3
		<u>319</u>
11	COMPETENCIES (abilities to do)	0
		<u>0</u>

Table 19 (continued)

Category		Gross Weighted Score
III	EFFECTS OF TEACHER LEADERSHIP 34(5)	5 <u>5</u>
IV	BEHAVIOR CONTROLS	
	1. Work habits 1(105)	105
	2. Professional attitudes 7(20), 13(15), 32(5)	40
	3. Skill in human relationships 4(25), 43(3), 44(3)	31
	4. Interest in community 5(23)	23
	5. Interest in extra-curricular activities 8(18)	18
	6. Efforts toward self-improvement 14(13)	13
	7. Interest in community 30(5), 39(5)	10
	8. Health 24(8)	8
		<u>248</u>
		102

Table 19 (continued)

	Category	Gross Weighted Score
V	STATUS FACTS	
	1. Experience 26(6)	<u>6</u> <u>6</u>

that almost all of the criteria fell into the categories of Personal Qualities and Behavior Controls. When evaluating for administrative promotion, Alberta principals stressed especially the teacher's industry (Drive), and judgement, intellectual acuity, and understanding (Intelligence), while almost totally disregarding the teacher's results and status facts about him. Actual teaching competencies or classroom behaviors were not represented by any additional criteria. These findings add weight to earlier conclusions that product criteria are generally of low priority, and that presage criteria are of most importance to Alberta principals when evaluating teachers for administrative promotion.

Chapter 8

PRINCIPALS' COMMENTS ON THE STUDY

All respondents were invited to comment on any aspect of personnel evaluation and/or the study itself after having completed the instrument (see Appendix A). Only seventeen per cent of the principals made such comments. Almost all of the comments have been included below; they have been reproduced as originally written, and categorized under five basic headings (see p. 37 and the following detailed listings).

Most of the comments are concerned with either a general reaction to the instrument itself or with a criticism of the instrument. Unfortunately, no respondents commented on what they consider to be the major difficulties of evaluation, especially from the principal's point of view.

General Reaction to the Instrument

This questionnaire is comprehensive as well as scholarly. You have entered several items worthy of serious consideration in selection of staff members as well as principals.

This questionnaire is completed on the understanding that if I were requested to evaluate or if my opinion were valued in promotion, then my weighting would be as indicated.

I found it difficult to grade any of the 30 points in the "S" or "N" category as certainly they would be very crucial in making an opinion.

Well designed.

Naturally I am not sure that I have interpreted questions as they might have been intended. I added #6: "Concern for the reputation of the school." This may seem quite superficial.

However, it is important for the student to feel that he belongs to a "good" school (whatever "good" means). The better the public relations a school has, the better the student will feel about belonging. Teachers can have a great deal to do with this in their promotion or otherwise of their school.

What really bothers me is that in some instances a factor can be very important, whereas in others relatively unimportant, depending on subject area concerned, the particular person involved and/or the degree of "deviation" from the average. Moreover, in certain instances, I am sure that many of the factors in which there is high competence might be overlooked because of one "glaring low." Would a classified grouping of factors be better?

I would be most interested in knowing how my personal choice compares with the overall picture. I think the questionnaire is very pertinent.

Wish some of this research was put to practical use in some areas.

Many of the items in Questionnaire Three deal with those things which we associate with good teaching and are taken into consideration collectively but are not of great significance individually.

I would like more time but not available. This topic is of real interest to me.

Criticism of the Instrument

Difficulty always arises in questionnaires which may or may not present questions that will be interpreted in the same way by each principal involved, e.g. quest. 18, 25. Perhaps the varied nature and repetition of such questions may give a built-in tolerability factor but sweet consistency on such documents appears difficult to achieve.

I think you cannot use the same instrument for measuring "teacher competence" and "competence for promotion to principal." Your instrument for measuring the latter leaves out many of the "leadership" qualities that are so necessary. Little or nothing is asked in relation to ability of the teacher to make sound decisions, to stand on his own feet for those things he thinks to be right, etc.

Item #23 of part "one" requires clarification--i.e., does it refer to "popularity"?

What does "pupil's appreciation of moral and ethical standards" mean today? - a limited "stand pat" view
 - an "open ended" relativist view

My view was the second and I interpreted the questions thusly. Most of these are leading questions and, I assume, you have some way of judging the degree of interactive effect.

Survey should devote more space to the outside-the-classroom activities which are often more important than classroom instruction.

Suitable for principals of larger schools only. It means little or nothing to a teacher of small schools, e.g. fewer than 10 teachers. Caution--to respondents--read the heading of each questionnaire.

A number scale would have been easier for the respondent to complete, in that there could have been a greater degree of shading in the responses.

On questionnaires such as this one it is extremely difficult to interpret accurately terms such as: class control, teachers standing with pupils, loyalty. For example loyalty--to whom? to you as a person or to what you represent?--loyalty to me infers a necessity for constructive criticism but is this implied? Deal effectively with problems--quiet them down or produce acceptable change in attitude and performance? Controlling class discussion--to keep it productive or railroad it? Answers are very much dependent on the interpretation of words--particularly in the connotative sense.

This instrument could have been used 10+ years ago. Hence it's out of date, particularly in team schools, in schools where teachers have accepted responsibility in developing philosophy and curriculum and analysing what students' needs really are.

Section 3 (Promotion to Administrative Position) has little value in the E.P.S. system because administrative appointments are made at our central office level. Principals can submit likely prospects' names.

Re: No. 18, page 2: I find this question misleading--How measured? Re: No. 25, page 3: Loyalty to whom--the principal? the school? the pupils?

The Role of the Principal in Evaluation

At the Principals' Short Course in 1961 the evaluation of teachers by principals was not encouraged. Dr. W. Worth did a

study on this. All factors listed in the questionnaire should be more the care of those responsible for teacher training than the school principal. Perhaps they are!

Methods of Evaluation Used

I believe any four basic evaluative criteria are: (1) class-room organization and planning; (2) classroom control; (3) staff relations; (4) community and pupil reaction; plus (5) interest and enthusiasm displayed.

In evaluating teachers or in recommending teachers for promotion to administration my first guideline would be the True Dedication to everything involved in the full development and well being of students, within the range of that student's capabilities. Personal welfare and interests (political, financial or social) have little to do with a successful teacher or administrator. His or her first concern must be "the kids." A second guideline would be the physical (health) record of the teacher; a nervous, easily upset and ulcer-prone person has a dim future in education, particularly in administration.

Any rating scale based on mechanical addition etc., would no doubt prove inadequate. Particular combinations of traits might indicate a very successful operator in spite of some definite weaknesses. Being particularly gifted in human-relationships and quite deficient in other aspects might still yield a finer administrator than one who had a mild plus score in all areas.

Selection of Administrators

Since I am seldom consulted on promotions to administrative positions, I can only say that I suspect that those qualities which make a good teacher would be the ones used in the selection of an administrator. In any case all the administrative people seem to have been successful teachers.

I personally feel that the best of teachers would not necessarily make good administrators--especially principals.

I successfully recommended my vice-principal to succeed me when I retire this coming summer. I felt that he filled the requirements suggested by your list. Likewise I successfully recommended one of my male teachers to succeed him.

An administrator should be of good report, law abiding, be judicious, and be a living example of the ancient and Christian virtues.

Chapter 9

ANALYSIS OF ADDITIONAL CRITERIA USED WITH THE EDMONTON SAMPLE

The instrument used for the Edmonton sample differed from that used for the general Alberta sample in two ways:

1. It included eleven criteria which were added to the original list of thirty; these eleven criteria were scored in the same manner as were the preceding thirty; they too were placed in random order for scoring in the two evaluative situations.
2. It included fifteen short criteria or teacher characteristics which respondents were asked to score according to the importance which respondents attached to them in evaluating teacher competence without reference to any particular evaluative situation (see Appendix A).

IDENTIFICATION OF CRITERIA COMMONLY EMPLOYED IN EVALUATION

Evaluation of Teacher Competence

When a frequency count was carried out on the eleven additional criteria for evaluating teacher competence, considerable agreement was evidenced among the forty-eight respondents (see Table 20). All of the criteria were used "always" or "frequently" by more than half of the respondents. Ninety per cent or more of

Table 20

Frequency of Mention of Eleven Additional Criteria Employed by
Edmonton Principals in Evaluating Teacher Competence

N=48

Rank.	Criteria	Percentage Response	
		A* F**	Total
2	The ability to deal effectively with pupil problems in the classroom	50.0	47.9
2	Skill in developing and controlling class discussion	33.3	64.6
2	The attitude of the teacher towards suggestions for improvement	14.6	83.3
4	The consistency of the teacher's consideration of the individual pupil	43.8	47.9
5	The attitude of the teacher towards new developments in education	16.7	72.9
6	The effectiveness with which the teacher responds to the questions of the students	27.1	58.3
			85.4
		A* Always used	F** Frequently used
		=	
		=	

Table 20 (continued)

Rank	Criteria	Percentage Response	
		A*	F** Total
7.5	The contribution of the teacher towards the total school program including extra-curricular activities	35.4	47.9 83.3
7.5	Participates and contributes to curriculum development in the school	22.9	60.4 83.3
9	The promptness of the teacher in dealing with assignments	12.5	66.7 79.2
10	The development of grouping to provide more effective learning situations	16.7	56.3 73.0
11	The effective use of audio-visual media by the teacher	2.1	50.0 52.1

the respondents said that when evaluating teacher competence they would "always" or "frequently" use the criteria relating to the teacher's ability to deal effectively with pupil problems in the classroom, his attitude toward suggestions for improvement, classroom discussion abilities, and consideration of the individual pupil. The least used criterion involved the teacher's use of audio-visual media.

Evaluation for Promotion to an Administrative Position

The vast majority of respondents used ten of the eleven additional criteria "always" or "frequently" when evaluating teachers for promotion to an administrative position (see Table 21). The criterion which concerns the teacher's participation in and contribution to curriculum development in the school was scored "always" or "frequently" by one hundred per cent of the principals. The teacher's contribution toward the total school program including extra-curricular activities was the second highest stressed criterion, followed by criteria related to the teacher's attitude toward new developments in education, his effective dealing with pupil problems in the classroom, and his consideration of individual pupils. The least used criterion was once again that of the teacher's effective use of audio-visual media.

As shown in Table 22, when the two rankings (one in each evaluative situation) of each criterion were compared, it was found that the use of most of the criteria changed according to the evaluative situation. None of the three highest ranked criteria for

Table 21

Frequency of Mention of Eleven Additional Criteria Employed by Edmonton Principals
in Evaluating Teachers for Promotion to an Administrative Position

N=48

Rank	Criteria	Percentage A*	F**	Response Total
1	Participates and contributes to curriculum development in the school	52.1	47.9	100.0
2	The contribution of the teacher towards the total school program including extra-curricular activities	60.4	37.5	97.9
3.5	The ability to deal effectively with pupil problems in the classroom	66.7	29.2	95.9
3.5	The attitude of the teacher towards new developments in education	54.2	41.7	95.9
5	The consistency of the teacher's consideration of the individual pupil	45.8	47.9	93.7
6	The attitude of the teacher towards suggestions for improvement	43.8	47.9	91.7

A* Always used

F** Frequently used

Table 21 (continued)

Rank	Criteria	Percentage Response	
		A*	F** Total
7	The promptness of the teacher in dealing with assignments	31.3	58.3 89.6
8.5	Skill in developing and controlling class discussion	33.3	43.8 77.1
8.5	The effectiveness with which the teacher responds to the questions of the students	25.0	52.1 77.1
10	The development of grouping to provide more effective learning situations	19.1	53.2 72.3
11	The effective use of audio-visual media by the teacher	2.1	35.4 37.5

Table 22

Comparison of Ranks of Eleven Additional Criteria Employed by Edmonton Principals When
Evaluating for Teacher Competence and Promotion to an Administrative Position
(As Per Tables 20 and 21)

Criteria	Teacher Competence	Administrative Promotion
	Rank	Rank
The ability to deal effectively with pupil problems in the classroom	2	3.5
Skill in developing and controlling class discussion	2	8.5
The attitude of the teacher towards suggestions for improvement	2	6
The consistency of the teacher's consideration of the individual pupil	4	5
The attitude of the teacher towards new developments in education	5	3.5
The effectiveness with which the teacher responds to the questions of the students	6	8.5
The contribution of the teacher towards the total school program including extra-curricular activities	7.5	2
		116

Table 22 (continued)

Criteria	Teacher Competence	Administrative Promotion
	Rank	Rank
Participates and contributes to curriculum development in the school	7.5	1
The promptness of the teacher in dealing with assignments	9	7
The development of grouping to provide more effective learning situations	10	10
The effective use of audio-visual media by the teacher	11	11

evaluation of teacher competence ranked in the top three in evaluation for promotion to an administrative position. There was agreement, however, concerning the criteria of the development of grouping and the use of audio-visual media by the teacher. These criteria were ranked the same in both evaluative situations, tenth and eleventh respectively.

IDENTIFICATION OF IMPORTANT TEACHER CHARACTERISTICS USED IN EVALUATING TEACHER COMPETENCE

The fifteen teacher characteristics were ranked according to the number of respondents who considered the criterion to be "very important" in the evaluation of a teacher (see Table 23). All of the criteria were considered to be "important" but some more so than others.

The criterion relating to the teacher's provision of effective but not rigid control received the most stress; eighty-two per cent of the respondents considered it to be "very important." The criteria describing teacher characteristics of enthusiasm; effective, fair, and understandable evaluation; concern for others; dependability; preparation; and self-control were ranked from second to seventh respectively. The least important criteria were those describing teacher characteristics of energy, courtesy, and academic ability, which ranked thirteenth to fifteenth respectively.

Table 23

Frequency of Mention of Fifteen Additional Teacher Characteristics Employed by
Edmonton Principals When Evaluating Teacher Competence

N=48

Rank*	Criteria	Frequency*
1	provides effective, but not rigid control	37
2	has enthusiasm	36
3	evaluates effectively, fairly, and in terms understandable to parent and pupil	35
4	shows concern for others	34
5.5	shows dependability	33
5.5	is prepared	33
7	possesses self-control	32

*Rank was calculated according to the number of principals who scored "1"; that is, the number who consider the criterion to be "very important" in evaluating teacher competence.

Table 23 (continued)

Rank	Criteria	Frequency
8.5	is well organized	31
8.5	continually seeks to improve teaching methods	31
10	is consistent	30
11	is reasonable	28
12	gives co-operation	27
13	is energetic	25
14	is courteous	23
15	good academic ability	17

Chapter 10

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

I. SUMMARY

The basic purpose of the study was to examine the criteria of evaluation employed by Alberta high school principals when evaluating teacher competence and when evaluating teachers for promotion to an administrative position.

In Canada generally, and specifically in Alberta, more and more school districts are putting the onus on principals to evaluate teachers on their staffs. Many different aspects of evaluation have long been of concern, especially to educators (both teachers and administrators) but also to the public. Questions concerning the role of the principal in evaluation, the need for evaluation, methods of evaluation, and particularly the criteria for evaluation have been thoroughly discussed, analyzed, and researched for many years.

Research on the topic of teacher effectiveness criteria has been far more perplexing than pleasing. In fact, there is today no general agreement on the part of those concerned as to what should constitute criterion measures of teacher effectiveness. It is agreed, however, that evaluation of teacher competence is of the utmost importance.

If little light has been shed upon the problem of how to adequately or effectively evaluate teacher competence in general,

the same can be said for evaluating teachers for promotion to administrative positions within the realm of education. The same plight which faces those who ask the question "Who is a good teacher?" has been met by those who ask the question "Which teachers make good administrators?" Neither question has been answered satisfactorily.

Alberta high school principals evaluate teachers; they use certain criteria while doing so. But what criteria do they use? Do they employ a common body of criteria? Do they use the same criteria when evaluating for both teacher competence and administrative promotion? Which of Mitzel's categories of process, product, and presage criteria are stressed in which situation? Are there any relationships between certain personal and school variables and the criteria employed? Answers to these and other questions were sought in the study.

The basic instrument consisted of five personal and school data variables and two thirty-item questionnaires--one for evaluating in each of the two evaluative situations--which were made up of thirty criteria of teacher evaluation, ten in each of Mitzel's categories of process, product, and presage. A further twenty-six criteria were included for the portion of the sample made up of Edmonton Public School Board high school principals. Room was provided on the instrument for principals' free comments and a listing of additional criteria used in each of the two evaluative situations.

The sample consisted of one hundred and seventy-four of Alberta's two hundred and eight high school principals.

Statistical procedures included a frequency count to place criteria in rank order for both evaluative situations to determine if a common body of criteria was used in either or both of the situations; a Kolmogorov-Smirnov test to isolate significant differences in the usage of particular criteria depending upon the evaluative situation; a factor analysis to see if criteria tended to cluster in Mitzel's categories of process, product, and presage criteria; chi square tests to isolate significant differences between categories of the five personal and school variables and principals' uses of specific criteria; ranking of additional criteria used by principals but not listed in the instrument; a classification of these additional criteria according to a scheme devised by Barr; and a classification of respondents' comments on the study.

The different analyses of the data showed that principals employed a common body of evaluative criteria for rating teacher competence and that they also employed a common body of criteria with consistency when evaluating for administrative promotion. There were some criteria which principals commonly did not use with a high frequency in both evaluative situations. Changes in emphasis on certain criteria occurred as the evaluative situation changed. It was found that process criteria were stressed when evaluating teacher competence, and presage criteria were stressed when rating for administrative promotion. Several significant relationships

existed between the personal and school variables and the use of certain criteria. Generally, though, these variables had little effect on the criteria employed. Fewer than thirty per cent of the respondents used criteria of evaluation not included in the instrument when evaluating teachers in the two situations.

II. CONCLUSIONS AND IMPLICATIONS

Several inferences and implications arise from the analysis of data, and certain conclusions may be stated:

1. Since Alberta high school principals use a common body of criteria with consistency when evaluating teachers, the possibility exists that an evaluative instrument could be constructed, made up largely of those criteria listed in the instrument used in this study, which could be used to evaluate teachers in this province. Consideration must of course be given to the validity, practicality, and reliability of whatever criteria are used in such an evaluation guide. To date no such guide is employed with any regularity anywhere in Alberta. Both principals and teachers stand to benefit from the use of any such instrument, which reduces the present at times haphazard and inconsistent conduct of teacher evaluation.

2. In their comments on the study, no principals expressed either dislike for, or discomfort during, the evaluation of teachers. This suggests that they accept their role as evaluators, and that they perhaps agree with those who feel that a teacher can be evaluated in the classroom (Ohles, 1969, and others), that there

are aspects of teaching which can be evaluated only by classroom visitation, and that principals are the ones who should perform this very necessary evaluation.

3. Principals conceived of a competent teacher as being one who maintained class control, while at the same time displaying energy, force, and enthusiasm in his teaching and maintaining good relationships with his students. They did not consider the criterion of students' examination results to be important, nor did they place any emphasis on the teacher's participation and standing in the community. Hence classroom processes are of top priority when principals rate teacher competence. It would appear that ascertaining what students actually learn in the classroom is relegated to the bottom of the list where priorities are concerned. There may be good reasons for this de-emphasis of product criteria, but it is suggested that product criteria are deserving of a greater emphasis in evaluation.

4. If a teacher displays qualities of leadership, has a "good" personality, cooperates well with other staff members, and is loyal and dependable, he is likely to be rated highly for promotion to an administrative position by Alberta's high school principals. This tends to dispel the myth that good teachers make good administrators, since these very principals placed much less emphasis on these presage criteria when evaluating teacher competence. In fact, there is little if any evidence which connects these criteria with teaching excellence. What principals

look at when evaluating prospective administrators is the kind of person he is and not the kind of classroom teacher he is. Once again, principals placed extremely little emphasis on the results of the teacher's efforts, i.e., on product criteria. The examination results of students was the least important criterion when evaluating for administrative promotion.

5. Generally speaking, the criteria which principals considered to be important in one situation tend to be stressed in the other situation and, conversely, those used less often in one situation tend to be of less importance in the second situation. As the situation changes from the rating of teacher competence to rating for administrative promotion, the stress changes from process to presage criteria, with product criteria consistently third in priority. It appears that those teacher characteristics which are most easily assessed are used to a greater degree than are those which are less easily measured. This leads to the suggestion that either there is a paucity of instruments which validly measure student gains as a result of teacher behavior, or that principals in general are not as concerned as they should be with student gains. In either case, change is of the essence.

6. While it is true that in some cases principals who differed in age, experience, time spent in teaching, and in the size of their schools responded differently to different criteria (see Chapter 6), in most cases these variables had a limited effect on principals' responses to the evaluative criteria. Teachers will be

evaluated in a comparable manner by their principals regardless of the prevailing characteristics of their principals and the school in which the teachers teach.

7. Criteria used by principals in both evaluative situations and not included in the instrument were few. Less than one-third of the respondents would use criteria not commonly employed in evaluation, and a large percentage of these criteria were closely related to those included in the instrument. Although no common evaluative instrument exists in Alberta, Alberta high school principals use basically identical criteria when rating teachers. Teachers' strongly-felt beliefs that much subjectivity pervades evaluation through classroom visitation appear to be largely groundless, insofar as principals see more or less eye-to-eye where criteria are concerned.

8. With the exception of a few specific criticisms (basically semantic) of the instrument, principals had little to say about teacher evaluation in their comments. This is a rather unexpected situation, since discussions of the myriad aspects of teacher evaluation, especially by principals, often tend to be highly stimulating and certainly contentious. It may be that principals felt the instrument to be an inappropriate place for a frank and illuminating presentation of their views on the matter; if this was so, it was unavoidable. Or it may be that discussing teacher evaluation is a very personal, or frustrating, matter. It may be too that Alberta high school principals have heard and/or been involved

in previous countless discussions of teacher evaluation, and felt that the issue was a dead one. It most certainly is not a dead issue.

9. Edmonton Public School Board high school principals stressed the teacher's ability to deal with discipline problems, his discussion abilities, his attitude toward suggestions for improvement, and his consideration of the individual pupil when evaluating teacher competence. As with the larger sample, the criterion of effectively dealing with pupil problems in the classroom is considered to be of considerable importance in teacher effectiveness. Perhaps secondarily, it is a matter which affects the principal, since if problems are not dealt with in the classroom, they soon find their way to the principal's desk. Process criteria are again stressed. The current emphasis on individualizing instruction is mirrored in the stress placed on the related criterion. The weight given to the criterion of teacher attitude toward suggestions for improvement may reflect the part played by principals in supervision especially.

10. Edmonton principals consider curriculum development and concern with the total school program including extra-curricular activities to be important aspects of the administrator's role. They rated the former criteria as well as those dealing with the teacher's attitude toward new developments in education highly when rating for administrative promotion. The current emphasis on innovations is hence reflected by principals, most of whom are no

doubt concerned with recent educational developments.

11. In both evaluative situations, Edmonton principals placed the least stress on the criterion of the teacher's effective use of audio-visual media. This finding comes as somewhat of a surprise, especially in the evaluation of teacher competence, as it has been suggested throughout the literature and research that the effective use of audio-visual media is almost certain to lead to effective and efficient learning.

12. When responses of the total sample were analyzed, it was found that the energy displayed by the teacher was stressed highly in the rating of teacher competence. Yet the Edmonton principals consider the teacher's energy to be a criterion of rather little importance. They also de-emphasize the courtesy of the teacher and his academic ability. Oddly enough, nowhere in the study have criteria describing teacher intelligence or academic ability been emphasized. They consistently are given less stress than are criteria dealing, for example, with class control and human relations skills.

III. RECOMMENDATIONS FOR FURTHER RESEARCH AND STUDY

Thomas (1969) suggested that a guide to the evaluation of good teaching would be valuable. This suggestion is to be reiterated. Evaluation of one kind or another has long been conducted and needs to be refined and perfected. Reliable, practical, unbiased, and valid criteria need to be developed--

educators have been attempting to do so for years.

Teachers and students need to become more involved in teacher evaluation. Worthwhile studies could well be conducted using samples of teachers and/or students to gain their views concerning many aspects of evaluation in general and of appropriate evaluative criteria specifically.

The current evaluation of teachers which largely ignores the consideration of pupil growth criteria is a state of affairs which is in need of change. When school systems, parents, administrators, teachers, and students have a clear set of educational objectives, a good starting point for the evaluation of the achievement of these objectives will have been reached.

The old tried and sometimes trite means of selecting administrators from the teaching body need to be subjected to a thorough analysis. School administrators occupy an important position in the educational realm; their selection should be a matter of the deepest concern, and should therefore be made on the basis of sound evaluative criteria. Such criteria are few and far between.

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APPENDIX A
THE INSTRUMENT AND LETTERS TO PRINCIPALS

There are TWO SECTIONS to this instrument:

SECTION ONE. PERSONAL AND SCHOOL DATA QUESTIONNAIRE

SECTION TWO. EVALUATION OF TEACHERS (TWO QUESTIONNAIRES)

1. It will take you approximately fifteen minutes of your time to complete the questionnaires.
2. You are asked to return the completed instrument in the stamped addressed envelope provided, at **your earliest convenience**. Your co-operation will be greatly appreciated. Data will be processed by computer at The University of Alberta. An abstract of the findings will be sent to all Principals early in 1970.
3. After you have completed the questionnaires, please feel free to make any comments you wish on the evaluation of personnel, or on the study.

COMMENTS

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

code . . .



SECTION ONE

PERSONAL AND SCHOOL DATA QUESTIONNAIRE

Please check **one** correct alternative for Items 1 to 5 below:

1. Age of Principal

Under 35 years; 35-45 years; 46-55 years; over 56 years

2. Length of Experience as a Principal (Including this year)

Less than 5 years; 5-10 years; 11-15 years; more than 16 years

3. Amount of Time Principal is Engaged in Classroom Teaching (35-40 minute periods)

None; 1-5 periods per week; 6-10 periods per week

11-15 periods per week; more than 15 periods per week

4. Size of School (Please state actual enrolment)

5. Number of Teachers (Excluding Principal; including part-time teachers)

Less than 15.....; 15-25.....; 26-35.....; 36-45.....; more than 45.....

SECTION TWO

EVALUATION OF TEACHERS

Instructions

- Each of the following questionnaires lists 30 factors which may be taken into account in evaluating teachers. Please **score all items on each questionnaire** according to the importance which each factor has for you in your personal evaluation of teachers. Use the following scale:

Please circle your selected response; e.g.:

(A) indicates a factor **always** used;

☒ (F) indicates a factor **frequently** used;

(S) indicates a factor **seldom** used;

(N) indicates a factor **never** used.

Thus your circling of (F) would indicate that the factor concerned is used frequently in your evaluation of teachers; and so on.

- First, score all of **Questionnaire One** (P. 3), according to the importance which each factor has for you when forming opinions about the competence of teachers.

Second, score all of **Questionnaire Two** (P. 4), according to the importance which each factor has for you when forming opinions that certain teachers are worthy of promotion to **an administrative position** (e.g. Principal).



PURPOSE: EVALUATION OF TEACHER COMPETENCE

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TEACHER EVALUATION QUESTIONNAIRE ONE

No.	Factor	A	F	S	N
1.	Provision made for individual differences and group needs	A	F	S	N
2.	Concern with the all-round development of the pupils	A	F	S	N
3.	Qualities of leadership displayed by the teacher	A	F	S	N
4.	The degree of self-evaluation of processes employed	A	F	S	N
5.	The teacher's participation and standing in the community	A	F	S	N
6.	Supervision and checking of written work	A	F	S	N
7.	Academic qualifications and knowledge of the curriculum	A	F	S	N
8.	The attitude of the pupils to the school and to authority	A	F	S	N
9.	Pupil attitudes of courtesy, industry and self-reliance	A	F	S	N
10.	Class control	A	F	S	N
11.	Concern with character development of the pupils	A	F	S	N
12.	Dress and appearance of the teacher	A	F	S	N
13.	The methods of lesson preparation used	A	F	S	N
14.	The professional activities of the teacher	A	F	S	N
15.	The pupils' appreciation of moral and ethical standards	A	F	S	N
16.	The pupils work well without supervision	A	F	S	N
17.	Pupil participation in lessons	A	F	S	N
18.	The level of intelligence of the teacher	A	F	S	N
19.	Lesson preparation and planning	A	F	S	N
20.	Examination results	A	F	S	N
21.	The personality of the teacher	A	F	S	N
22.	Teacher-pupil relationships	A	F	S	N
23.	The teacher's standing with the pupils	A	F	S	N
24.	The development of the process of individual enquiry in the pupils	A	F	S	N
25.	The loyalty and dependability of the teacher	A	F	S	N
26.	The training of the pupils in self-expression	A	F	S	N
27.	The energy, force and enthusiasm displayed in the teaching	A	F	S	N
28.	The degree of co-operation of the teacher with other staff members	A	F	S	N
29.	The use of teaching aids	A	F	S	N
30.	The training of pupils in civic competence and responsibility	A	F	S	N

Please list below any factor/s always or frequently used by you when evaluating teachers as being worthy of promotion to another classroom situation, and not included in the above list:

1.
2.
3.
4.

A	F
A	F
A	F
A	F



PURPOSE: PROMOTION TO AN ADMINISTRATIVE POSITION

TEACHER EVALUATION QUESTIONNAIRE TWO

Scoring Key

(A) indicates a factor **always** used;
 (F) indicates a factor **frequently** used;
 (S) indicates a factor **seldom** used;
 (N) indicates a factor **never** used.

1. Dress and appearance of the teacher	A	F	S	N
2. Supervision and checking of written work	A	F	S	N
3. The development of the process of individual enquiry in the pupils	A	F	S	N
4. The attitude of the pupils to the school and to authority	A	F	S	N
5. The professional activities of the teacher	A	F	S	N
6. The use of teaching aids	A	F	S	N
7. The teacher's standing with the pupils	A	F	S	N
8. The degree of co-operation of the teacher with other staff members	A	F	S	N
9. The training of pupils in civic competence and responsibility	A	F	S	N
10. Provision made for individual differences and group needs	A	F	S	N
11. The personality of the teacher	A	F	S	N
12. Pupil participation in lessons	A	F	S	N
13. The pupils work well without supervision	A	F	S	N
14. The methods of lesson presentation used	A	F	S	N
15. The degree of self-evaluation of processes employed	A	F	S	N
16. Qualities of leadership displayed by the teacher	A	F	S	N
17. Concern with the all-round development of the pupils	A	F	S	N
18. Examination results	A	F	S	N
19. The pupils' appreciation of moral and ethical standards	A	F	S	N
20. The energy, force and enthusiasm displayed in the teaching	A	F	S	N
21. Teacher-pupil relationships	A	F	S	N
22. Class control	A	F	S	N
23. The training of the pupils in self-expression	A	F	S	N
24. The teacher's participation and standing in the community	A	F	S	N
25. Concern with character development of the pupils	A	F	S	N
26. Lesson preparation and planning	A	F	S	N
27. The level of intelligence of the teacher	A	F	S	N
28. Pupils' attitudes of courtesy, industry and self-reliance	A	F	S	N
29. Academic qualifications and knowledge of the curriculum	A	F	S	N
30. The loyalty and dependability of the teacher	A	F	S	N

Please list below any factor/s always or frequently used by you when evaluating teachers as being worthy of promotion to an administrative position, and not included in the above list:

1.
2.
3.
4.

A	F
A	F
A	F
A	F

TEACHER EVALUATION QUESTIONNAIRES

for SCHOOL PRINCIPALS

There are **TWO SECTIONS** to this instrument:

SECTION ONE. PERSONAL AND SCHOOL DATA QUESTIONNAIRE

SECTION TWO. EVALUATION OF TEACHERS (THREE QUESTIONNAIRES)

1. It will take you approximately fifteen minutes of your time to complete the questionnaires.
2. You are asked to return the completed instrument in the stamped addressed envelope provided, at **your earliest convenience**. Your co-operation will be greatly appreciated. Data will be processed by computer at The University of Alberta. An abstract of the findings will be sent to all Principals early in 1970.
3. After you have completed the questionnaires, please feel free to make any comments you wish on the evaluation of personnel, or on the study.

COMMENTS

PERSONAL AND SCHOOL DATA QUESTIONNAIRE

SECTION ONE

Please check **one** correct alternative for Items 1 to 5 below:

1. **Age of Principal**
Under 35 years; 35-45 years; 46-55 years; 56 years and over
2. **Length of Experience as a Principal** (Including this year)
Less than 5 years; 5-10 years; 11-15 years; 16 years and more
3. **Amount of Time Principal is Engaged in Classroom Teaching** (35-40 minute periods)
None; 1-5 periods per week; 6-10 periods per week
11-15 periods per week; more than 15 periods per week
4. **Size of School** (Please state actual enrolment)
5. **Number of Teachers** (Excluding Principal; including part-time teachers)
Less than 15; 15-25; 26-35; 36-45; more than 45



EVALUATION OF TEACHERS

Instructions

1. Questionnaires One and Three list 41 factors which may be taken into account in evaluating teachers. Please **score all items on each questionnaire** according to the importance which each factor has for you in your personal evaluation of teachers. Use the following scale:

Please circle your selected response; e.g.:

- (A) indicates a factor **always** used;
 (F) indicates a factor **frequently** used;
 (S) indicates a factor **seldom** used;
 (N) indicates a factor **never** used.

Thus your circling of (F) would indicate that the factor concerned is used frequently in your evaluation of teachers; and so on.

2. First, score all of Questionnaires One and Two, according to the importance which each factor has for you when forming opinions about the competence of teachers.

Second, score all of Questionnaire Three according to the importance which each factor has for you when forming opinions that certain teachers are worthy of promotion to an **administrative position** (e.g. Principal)

PURPOSE: EVALUATION OF TEACHER COMPETENCE

TEACHER EVALUATION QUESTIONNAIRE ONE

No.	Factor	A	F	S	N
1.	Provision made for individual differences and group needs	A	F	S	N
2.	Concern with the all-round development of the pupils	A	F	S	N
3.	Qualities of leadership displayed by the teacher	A	F	S	N
4.	The degree of self-evaluation of processes employed	A	F	S	N
5.	The teachers' participation and standing in the community	A	F	S	N
6.	Supervision and checking of written work	A	F	S	N
7.	Academic qualifications and knowledge of the curriculum	A	F	S	N
8.	The attitude of the pupils to the school and to authority	A	F	S	N
9.	Pupil attitudes of courtesy, industry and self-reliance	A	F	S	N
10.	Class control	A	F	S	N
11.	Concern with character development of the pupils	A	F	S	N
12.	Dress and appearance of the teacher	A	F	S	N
13.	The methods of lesson preparation used	A	F	S	N
14.	The professional activities of the teacher	A	F	S	N
15.	The pupils' appreciation of moral and ethical standards	A	F	S	N
16.	The pupils work well without supervision	A	F	S	N
17.	Pupil participation in lessons	A	F	S	N
18.	The level of intelligence of the teacher	A	F	S	N
19.	Lesson preparation and planning	A	F	S	N
20.	Examination results	A	F	S	N
21.	The personality of the teacher	A	F	S	N
22.	Teacher-pupil relationships	A	F	S	N

23. The teacher's standing with the pupils	A	F	S	N	143
24. The development of the process of individual enquiry in the pupils	A	F	S	N	
25. The loyalty and dependability of the teacher	A	F	S	N	
26. The training of the pupils in self-expression	A	F	S	N	
27. The energy, force and enthusiasm displayed in the teaching	A	F	S	N	
28. The degree of co-operation of the teacher with other staff members	A	F	S	N	
29. The use of teaching aids	A	F	S	N	
30. The training of pupils in civic competence and responsibility	A	F	S	N	
31. The consistency of the teacher's consideration of the individual pupil	A	F	S	N	
32. The promptness of the teacher in dealing with assignments	A	F	S	N	
33. The effective use of audio-visual media by the teacher	A	F	S	N	
34. The contribution of the teacher towards the total school program including extra-curricular activities	A	F	S	N	
35. The development of grouping to provide more effective learning situations	A	F	S	N	
36. The ability to deal effectively with pupil problems in the classroom	A	F	S	N	
37. The attitude of the teacher towards suggestions for improvement	A	F	S	N	
38. The attitude of the teacher towards new developments in education	A	F	S	N	
39. The effectiveness with which the teacher responds to the questions of the students	A	F	S	N	
40. Skill in developing and controlling class discussion	A	F	S	N	
41. Participates and contributes to curriculum development in the school	A	F	S	N	

Please list below any factor/s always or frequently used by you when evaluating teachers as being worthy of promotion to another classroom situation, and not included in the above list:

1.	A	F
2.	A	F
3.	A	F
4.	A	F

TEACHER EVALUATION QUESTIONNAIRE TWO

The following characteristics are considered to be of some importance in evaluating teacher competence:

..... good academic ability is courteous
..... shows dependability is consistent
..... gives co-operation shows concern for others
..... possesses self-control is well-organized
..... has enthusiasm provides effective, but not rigid control
..... is energetic continually seeks to improve teaching methods
..... is prepared evaluates effectively, fairly, and in terms understandable to parent and pupil
..... is reasonable	

Scoring Key

Beside each of the characteristics place the number **1** if you consider the item very important in evaluation of the teacher; **2** if the item is important; and **3** if you consider the item should not be used in evaluating a teacher.



PURPOSE: PROMOTION TO AN ADMINISTRATIVE POSITION

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TEACHER EVALUATION QUESTIONNAIRE THREE

Scoring
Key

(A) indicates a factor **always** used;
(F) indicates a factor **frequently** used;
(S) indicates a factor **seldom** used;
(N) indicates a factor **never** used.

1. Dress and appearance of the teacher	A	F	S	N
2. Supervision and checking of written work	A	F	S	N
3. The development of the process of individual enquiry in the pupils	A	F	S	N
4. The attitude of the pupils to the school and to authority	A	F	S	N
5. The professional activities of the teacher	A	F	S	N
6. The use of teaching aids	A	F	S	N
7. The teacher's standing with the pupils	A	F	S	N
8. The degree of co-operation of the teacher with other staff members	A	F	S	N
9. The training of pupils in civic competence and responsibility	A	F	S	N
10. Provision made for individual differences and group needs	A	F	S	N
11. The personality of the teacher	A	F	S	N
12. Pupil participation in lessons	A	F	S	N
13. The pupils work well without supervision	A	F	S	N
14. The methods of lesson presentation used	A	F	S	N
15. The degree of self-evaluation of processes employed	A	F	S	N
16. Qualities of leadership displayed by the teacher	A	F	S	N
17. Concern with the all-round development of the pupils	A	F	S	N
18. Examination results	A	F	S	N
19. The pupils' appreciation of moral and ethical standards	A	F	S	N
20. The energy, force and enthusiasm displayed in the teaching	A	F	S	N
21. Teacher-pupil relationships	A	F	S	N
22. Class control	A	F	S	N
23. The training of the pupils in self-expression	A	F	S	N
24. The teacher's participation and standing in the community	A	F	S	N
25. Concern with character development of the pupils	A	F	S	N
26. Lesson preparation and planning	A	F	S	N
27. The level of intelligence of the teacher	A	F	S	N
28. Pupils' attitudes of courtesy, industry and self-reliance	A	F	S	N
29. Academic qualifications and knowledge of the curriculum	A	F	S	N
30. The loyalty and dependability of the teacher	A	F	S	N
31. The contribution of the teacher towards the total school program including extra-curricular activities	A	F	S	N
32. The attitude of the teacher towards new development in education	A	F	S	N
33. Participates and contributes to curriculum development in the school	A	F	S	N
34. The consistency of the teacher's consideration of the individual pupil	A	F	S	N
35. The development of grouping to provide more effective learning situations	A	F	S	N
36. The effectiveness with which the teacher responds to the questions of the students	A	F	S	N
37. The promptness of the teacher in dealing with assignments	A	F	S	N
38. The ability to deal effectively with pupil problems in the classroom	A	F	S	N
39. Skill in developing and controlling class discussion	A	F	S	N
40. The effective use of audio-visual media by the teacher	A	F	S	N
41. The attitude of the teacher towards suggestions for improvement	A	F	S	N

Please list below any factor/s always or frequently used by you when evaluating teachers as being worthy of promotion to an administrative position, and not included in the above list:

1.	A	F
2.	A	F
3.	A	F
4.	A	F

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

April 25, 1969

Dear Principal:

I am writing to request your cooperation and assistance in completing a research project on evaluation of teaching.

I believe that you will find that the questionnaire will take only a short time to complete. You may be assured that individual responses will be treated in the strictest confidence. The data will be presented in the form of consolidated findings.

I enclose a stamped addressed envelope for return of the questionnaire. Thank you for your cooperation in this project.

Yours truly,

D.A. MacKay
Associate Professor

DAMacKay
Encl.



June 6, 1969

Dear Principal,

By now you will have received a memo from Dr. Earl Mansfield, Director of Research for your school system. As he indicated, the enclosed questionnaire has been approved for distribution to the principals of Junior High and Senior High Schools.

I know that this is a particularly busy time of year for you; but I should like to ask you to complete the instrument and return it to me in the enclosed self-addressed envelope. I believe that the data will be of considerable use within the school system itself and that, in addition, the study will be of some significance for the field of supervision.

I should mention to you that this study includes secondary school principals in Alberta as well as similar administrators in the State of Victoria, Australia.

All data will remain anonymous in terms of individual respondents. The code number on the questionnaire is for my use only and will not enable anyone to identify a particular respondent.

Yours sincerely,

D. A. MacKay

DAM/mtw

APPENDIX B

CRITERIA USED IN THE INSTRUMENT SET OUT IN CATEGORIES

CRITERIA INCLUDED AT RANDOM ON THE INSTRUMENT

GROUPED ACCORDING TO MITZEL'S CATEGORIES

A. PRODUCT CRITERIA

1. Concern with the all-round development of the pupils.
2. Examination results.
3. The pupils work well without supervision.
4. The development of the process of individual enquiry in the pupils.
5. Concern with character development of the pupils.
6. The training of pupils in civic competence and responsibility.
7. Pupil attitudes of courtesy, industry and self-reliance.
8. The pupils' appreciation of moral and ethical standards.
9. The training of the pupils in self expression.
10. The attitude of the pupils to the school and to authority.

B. PROCESS CRITERIA

1. Lesson preparation and planning.
2. Pupil participation in lessons.
3. Teacher-pupil relationships.
4. Class control.
5. The energy, force and enthusiasm displayed in teaching.
6. Supervision and checking of written work.
7. The methods of lesson presentation used.
8. The use of teaching aids.

9. The provision made for individual differences and group needs.
10. The degree of self-evaluation of the processes employed.

C. PRESAGE CRITERIA

1. The personality of the teacher.
2. The dress and appearance of the teacher.
3. Academic qualifications and knowledge of the curriculum.
4. The level of intelligence of the teacher.
5. The professional activities of the teacher.
6. The degree of co-operation by the teacher with other staff members.
7. The loyalty and dependability of the teacher.
8. Qualities of leadership displayed by the teacher.
9. The teacher's participation and standing in the community.
10. The teacher's standing with the pupils.

APPENDIX C

FACTOR ANALYSIS TO IDENTIFY MITZEL'S

CATEGORIES OF CRITERIA

Table 24

Three-Factor Analysis of Categories of Criteria Employed in Evaluation of Teacher Competence
 Varimax Rotated Factors
 (P₁ = Presage Criteria P₂ = Process Criteria P₃ = Product Criteria)*

No.	Criteria	Commun- alities	Factor Loadings		
			1	2	3
1.	Provision made for individual differences and group needs	0.604	0.604P ₂	-0.177	0.094
2.	Concern with the all-round development of the pupils	0.440	0.646P ₃	-0.080	0.127
3.	Qualities of leadership displayed by the teacher	0.107	0.248	0.212	0.018
4.	The degree of self-evaluation of processes employed	0.379	0.612P ₂	-0.016	-0.061
5.	The teacher's participation and standing in the community	0.476	0.169	0.618	-0.256
6.	Supervision and checking of written work	0.197	0.048	0.379	0.226
7.	Academic qualifications and knowledge of the curriculum	0.161	-0.086	0.362	0.150

*0.4 Level of Acceptability

Table 24 (continued)

No.	Criteria	Commun- alities	Factor Loadings		
			1	2	3
8.	The attitude of the pupils to the school and to authority	0.186	0.360	0.208	0.113
9.	Pupil attitudes of courtesy, industry and self-reliance	0.306	0.457P ₃	0.058	0.306
10.	Class control	0.416	-0.114	0.448P ₂	0.450P ₂
11.	Concern with character development of the pupils	0.559	0.735P ₃	0.133	0.029
12.	Dress and appearance of the teacher	0.282	0.124	0.446P ₁	0.259
13.	The methods of lesson preparation used	0.320	0.249	0.417P ₂	0.290
14.	The professional activities of the teacher	0.373	0.112	0.598P ₁	-0.045
15.	The pupils' appreciation of moral and ethical standards	0.489	0.500P ₃	0.489	0.018
16.	The pupils work well without supervision	0.196	0.290	0.115	0.314

Table 24 (continued)

No.	Criteria	Commun- alities	Factor Loadings		
			1	2	3
17.	Pupil participation in lessons	0.346	0.158	0.057	0.564P ₂
18.	The level of intelligence of the teacher	0.336	0.105	0.523P ₁	0.227
19.	Lesson preparation and planning	0.317	0.085	0.136	0.539P ₂
20.	Examination results	0.311	-0.063	0.554P ₃	0.030
21.	The personality of the teacher	0.281	0.005	0.157	0.506
22.	Teacher-pupil relationships	0.487	0.144	-0.075	0.679P ₂
23.	The teacher's standing with the pupils	0.249	0.165	0.303	0.361
24.	The development of the process of individual enquiry in the pupils	0.393	0.522P ₃	-0.045	0.343
25.	The loyalty and dependability of the teacher	0.351	-0.028	0.462P ₁	0.370
26.	The training of the pupils in self-expression	0.341	0.375	0.185	0.409P ₃

Table 24 (continued)

No.	Criteria	Commun- alities	Factor Loadings		
			1	2	3
27.	The energy, force and enthusiasm displayed in the teaching	0.272	0.104	0.037	0.509P ₂
28.	The degree of co-operation of the teacher with staff members	0.284	0.111	0.301	0.425P ₁
29.	The use of teaching aids	0.233	0.315	0.301	0.207
30.	The training of pupils in civic competence and responsibility	0.503	0.654P ₃	0.241	0.132
		9.993	3.632	3.201	3.159

Table 25

Three-Factor Analysis of Categories of Criteria Employed in Evaluation for Promotion
to an Administrative Position: Varimax Rotated Factors
(P₁ = Presage Criteria P₂ = Process Criteria P₃ = Product Criteria)*

No.	Criteria	Communi- alities	Factor Loadings		
			1	2	3
1.	Dress and appearance of the teacher	0.232	0.118	0.325	0.336
2.	Supervision and checking of written work	0.540	0.215	0.698P ₂	0.076
3.	The development of the process of individual enquiry in the pupils	0.492	0.606P ₃	0.325	-0.140
4.	The attitude of the pupils to the school and to authority	0.314	0.471	0.274	0.131
5.	The professional activities of the teacher	0.223	0.061	0.287	0.370
6.	The use of teaching aids	0.439	0.119	0.651P ₂	0.035
7.	The teacher's standing with the pupils	0.281	0.462P ₁	0.150	0.213

*0.4 Level of Acceptability

Table 25 (continued)

No.	Criteria	Communi- alities	Factor Loadings		
			1	2	3
8.	The degree of co-operation of the teacher with other staff members	0.405	0.301	-0.183	0.530P ₁
9.	The training of pupils in civic competence and responsibility	0.550	0.676	0.288	0.098
10.	Provision made for individual differences and group needs	0.476	0.670	0.100	0.128
11.	The personality of the teacher	0.300	0.261	-0.103	0.470P ₁
12.	Pupil participation in lessons	0.563	0.502	0.545	-0.120
13.	The pupils work well without supervision	0.405	0.527	0.357	0.012
14.	The methods of lesson presentation used	0.467	0.297	0.607	0.101
15.	The degree of self-evaluation of processes employed	0.329	0.459P ₂	0.104	0.328
16.	Qualities of leadership displayed by the teacher	0.324	0.126	-0.165	0.530

Table 25 (continued)

No.	Criteria	Commun- alities	Factor Loadings		
			1	2	3
17.	Concern with the all-round development of the pupils	0.491	0.573P ₃	-0.099	0.390
18.	Examination results	0.406	0.090	0.589P ₃	0.227
19.	The pupils' appreciation of moral and ethical standards	0.490	0.688P ₃	0.123	0.038
20.	The energy, force and enthusiasm displayed in the teaching	0.251	0.070	0.288	0.403P ₁
21.	Teacher-pupil relationship	0.313	0.394	0.235	0.321
22.	Class control	0.332	0.159	0.460P ₂	0.308
23.	The training of the pupils in self-expression	0.481	0.616P ₃	0.310	-0.074
24.	The teacher's participation and standing in the community	0.269	-0.120	0.171	0.475P ₁
25.	Concern with character development of the pupils	0.538	0.674P ₃	-0.140	0.254

Table 25 (continued)

No.	Criteria	Commun- alities	Factor Loadings		
			1	2	3
26.	Lesson preparation and planning	0.540	0.265	0.683P ₂	0.056
27.	The level of intelligence of the teacher	0.363	-0.024	0.260	0.543P ₁
28.	Pupils' attitudes of courtesy, industry and self-reliance	0.561	0.668P ₃	0.338	-0.008
29.	Academic qualifications and knowledge of the curriculum	0.410	-0.037	0.184	0.613
30.	The loyalty and dependability of the teacher	0.375	0.147	0.094	0.587
		12.159	5.171	3.828	3.160

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